



Book 3

Shahr Ramadan

Project Booklet



Under the Guidance of Moulana Nabi R. Mir (Abidi)

Please recite a Sūrah al-Fātiḥah for
the sponsors of this project booklet.

Important dates in Shahr Ramaḍān

8th	Wafāt of Ḥaḍrat Abū Ṭālib ibn ‘Abdul Muṭṭalib
10th	Wafāt of Ḥaḍrat Khadijah al-Kubrā
14th	Martyrdom of Ḥaḍrat Ḥamzah at the Battle of ‘Uḥud
15th	Wilādah of Imām Ḥasan (‘a)
17th	Battle of Badr
18th	Night of Ḍarbat of Imām ‘Alī (‘a); Laylat al-Qadr
19th	Imām ‘Alī (‘a) is injured during Fajr prayers
20th	Laylat al-Qadr
21st	Shahādah of Imām ‘Alī (‘a)
22nd	Laylat al-Qadr
23rd	Jumu‘at al-Widā‘ (Friday April 14, 2023)

Visit kisakids.org/collections for more project booklets,
and go to kisakids.org/donate to help us continue our efforts.

Please recite a Sūrah al-Fātiḥah for the marḥumīn of those
who contributed to this booklet.

INFORMATION AND INSPIRATION:

Verses of Light

The Guiding Light book 3: Friendship in Islam

Learning in Wonderland: Water Conservation Foldable

cover:
freepik.com

Dear Brothers and Sisters,

Salāmūn ‘alaykum!

May Allah (swt) bless you and your families. Shahr Ramaḍān Mubārak! Indeed, the month of Allah (swt) has arrived, and we thank Him for giving us the honor of being His special guests once again. In this month, The Almighty lays out a sufraḥ (spread) like none other! The Noble Prophet Muḥammad (ṣ) has narrated:

إِنَّ لِلَّهِ مَائِدَةً عَلَيْهَا مَا لَا عَيْنٌ رَأَتْ وَلَا أُذُنٌ سَمِعَتْ وَلَا خَطَرَ عَلَى قَلْبٍ بَشَرٍ لَا يَقَعُدُ عَلَيْهَا إِلَّا الصَّائِمُونَ

*Indeed, from Allah is a spread that no eye has ever seen, no ear has ever heard, no heart has ever imagined, and none will sit at except those who fast.*¹

This month is so blessed that Prophet Muḥammad (ṣ) has stated:

لَوْ يَعْلَمُ الْعَبْدُ مَا فِي رَمَضَانَ لَوَدَّ أَنْ يَكُونَ رَمَضَانَ السَّنَةَ

*If a servant [of Allah] knew the value of Ramaḍān, (s)he would wish and desire for it to be Ramaḍān all year long!*²

Shahr Ramaḍān is a time of nourishment and self building. The benchmark of success for this month is self-purification, which can only be attained by strengthening our taqwā (God-consciousness) and will power.

Out of His infinite mercy, Allah (swt) has aligned everything in the universe to help us attain this benchmark during this month. According to ḥadīth, Allah (swt) sends innumerable angels whose sole responsibility is to pray for the success of those who are fasting. In this holy and noble month, every single one of our actions, down to our breathing and sleeping, can assume the color of mustaḥabāt. Therefore, we should take advantage of this golden opportunity and accelerate ourselves towards our goal of self-purification and self-building.

Here are some practical points to help us in this path. Prophet Muḥammad (ṣ) has narrated:

إِنَّ مَنْ تَمَسَّكَ فِي شَهْرِ رَمَضَانَ بِسِتِّ خِصَالٍ غَفَرَ اللَّهُ لَهُ ذُنُوبَهُ

*Indeed, Allah will forgive whoever journeys through the month of Ramaḍān with the following six conditions [which cover your basic responsibilities]*³:

1. وَيَصُونَ نَفْسَهُ - They protect and control themselves (The Responsibility Towards the Self)

Shahr Ramaḍān is not only about abstaining from food or drink; rather, it is about achieving a level of self control over every one of our limbs. Therefore, our entire being should be in a state of fasting and abstinence, not just our stomachs.

2. وَيَصِلَ رَحْمَةً - They keep ties with their relatives (The Responsibility Towards the Family)

Our identities, faith, and success are rooted in our families, parents, elders, and relatives. For the sake of this month, forgive one another, let go of grudges, spend time with each other, and strengthen your bonds through kindness and mercy.

1 Kanz al-'Ummāl, Vol. 8, P. 452, Ḥadīth #23620

2 Biḥār al-Anwār, Vol. 93, P. 346

3 Mustadrak al-Wasā'il, Vol.7, P. 370, Ḥadīth #8443

3. أَنْ يَحْفَظَ دِينَهُ - They protect their religion (The Responsibility Towards the Masjid)

We can only be ambassadors of our religion if we attain higher levels of ma'rifah (deeper understanding). Some of the key ways to attain ma'rifah is by attending and supporting masjid programs, supporting Islamic schools, and creating an educational, nurturing environment for ourselves and our children.

4. وَيَحْزَنَ لِسَانَهُ - They control their tongues (The Responsibility of Keeping Good Ties Within the Community)

This is especially important at our centers. By controlling our tongues and using kind words, we can strengthen our brotherhood and sisterhood and make our community stronger.

5. وَلَا يُؤْذِي جَارَهُ - They do not bother their neighbors (The Responsibility Towards the Extended Community)

Especially in today's society, we must be ambassadors of Islam and show others that it is a religion of peace, kindness, and mercy. Maybe share some dates, flowers, or knowledge in the form of books, conversations, etc. with your friends and neighbors.

6. وَيَرْعَى إِخْوَانَهُ - They respect the rights of others (The Responsibility Towards the Ummah)

Oppression has reached new limits throughout the world. We are in desperate need of our Imām ('aj) to bring peace and justice to the world. Please remember all of those who are suffering and in need around the world in any capacity you can — financially, spreading awareness, etc. At the minimum, keep them in your special du'ās.

Alḥamdulillāh, we are pleased to launch the annual Shahr Ramaḍān Project Booklet. May these lessons increase the love for Qur'ān and Ahl al-Bayt ('a) in the hearts of our children, and encourage them to have the best akhlāq. We pray to Allah (swt) to elevate our ranks and inspire us to strive in His way and His cause during this holy month, and throughout our lives, in order to receive our rewards on the day of Eid al-Fiṭr from Allah (swt) through our beloved Imām al-Mahdī ('aj).

Jazākallāh khayrā and best wishes,
Nabi R. Mir (Abidi)
Resident 'Ālim of SABA Islamic Center

Lesson 1: Cleanliness

(taken from *Verses of Light*, lesson 10)

OBJECTIVE

Students will learn about the importance of wearing clean and presentable clothing. They will then memorize the āyah.

وَثِيَابَكَ فَطَهِّرْ

Transliteration: Wa thiyābaka faṭahhir

Translation: And your clothes make pure

Āyah Source: Sūrah al-Muddaththir, Verse 4 (74:4)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about keeping our clothes clean today. Why is it important for us to wear clean clothes? How can we keep our clothes clean?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is one way Allah tells us to be clean? Students will most likely answer, "By washing our clothes!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 10: CLEANLINESS



And your clothes make pure

Sūrah al-Muddaththir, Verse 4 (74:4)

وَثِيَابَكَ فَطَهِّرْ

Wa thiyābaka faṭahhir

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - What are some ways that we can keep ourselves and our clothes clean? Examples - taking a shower, brushing our teeth, washing our hands, washing our dirty clothes, wearing clean clothes to school and the masjid etc.
 - We should keep our bodies and our clothes clean, especially in prayer and in the presence of Allah. Allah loves it when we keep ourselves clean!
 - When we practice cleanliness in order to please Him, Allah will reward us! In fact, when you do your laundry for the sake of Allah, you get thawāb!
 - Ask students about the following scenarios:
 - Where should you put your dirty clothes?
 - What are some items of clothing that you should put in the laundry every day? (Ex. dirty socks, clothes that get food or dirt on them, underwear, etc.)

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'pretend to wash a piece of clothing with hands,' be sure to say the Arabic (faṭāhhir) and translation (make pure) so that students can associate the sign with the Arabic word and English meaning.



Pull your clothes
(Wa thiyābaka - and your clothes)



Pretend to wash a piece of clothing with hands
(Faṭāhhir - make pure)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Abbas was a kind and honest boy. He was respectful to his parents, teachers, and friends. However, there was one thing that he needed to work on: cleanliness! He never washed his clothes unless his mother reminded him or forced him to. She would always tell him about how the Prophet (ﷺ) and Imāms (a) emphasized the importance of wearing clean clothes. She even told him that Allah says in the Qur'ān [read āyah with translation]! But Abbas was not bothered and would shrug at her.

His mom decided it was time for him to learn a lesson about cleanliness. For the next few days, when Abbas came home, she let him play outside until dinner time and didn't make him change. She stopped doing his laundry and picking up his dirty clothes. A few days later, Abbas wanted to get ready for school, but he couldn't find anything clean to wear! All he had were dirty clothes all over his bedroom floor! Abbas also began to notice that his room smelled! He felt very icky without clean clothes to wear and his dirty room. When everything was clean, he felt happier, energetic, and organized. And most importantly, Allah was happier with him too! Abbas apologized to his mom and did his laundry with her help. He also promised that he would be sure to clean himself up after getting dirty so that Allah would be pleased with his actions! Abbas's mom was proud of him for realizing his mistake and trying to fix it.

We learned today that Allah says in the Qur'ān that [read āyah with translation]. We should make sure that we keep our clothes clean so that we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

CLEANLINESS



And your
clothes
make pure

Sūrah al-Muddaththir,
Verse 4 (74:4)

﴿وَاِثْيَابَكَ فَطَهِّرْ﴾

Wa thiyābaka faṭahhir

Cleanliness Booklet

Objective: Children will learn about the different ways they can keep clean and pure.

Earlier, we learned that keeping ourselves clean and pure is a way to thank Allah (swt). Cleanliness has many benefits, such as keeping our mind and body healthy. What are some ways that we can keep ourselves clean? We can brush our teeth, take a shower, and keep our rooms neat and tidy. When we keep ourselves clean and healthy, we can think with a clear and healthy mind and remain focused on making good choices to help us grow closer to Allah (swt).

Today we will make a booklet that will help us to remember different ways to keep ourselves clean.

Suggested Ages: 5+

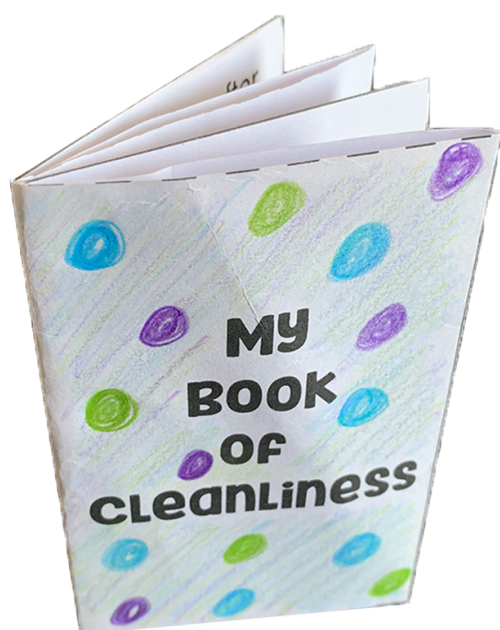
Time: 40 minutes

Materials:

- Cleanliness booklet template
- Crayons/colored pencils
- Pencil
- Scissors

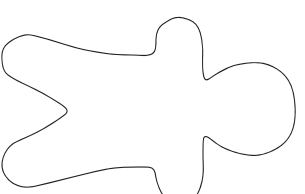
Procedure:

1. Color and decorate the pictures however you like. Read the prompts in each box and fill in the answers.
2. Cut along the outermost dotted edges of the template.
3. Fold along all the solid lines and unfold, to make them easy to move.
4. Fold the paper in half widthwise. The pictures should be facing outwards.
5. Then, cut on the dotted line. **Do not cut past the dotted line.**
6. Unfold the paper.
7. Now fold the paper in half lengthwise with the pictures facing outwards.
8. Next, holding the ends of the folded paper, push all the way towards the center so that the paper forms a plus sign.
9. Now locate the front and back covers and fold them over so that the center pages are tucked in, thus forming the pages of the booklet.
10. Press the fold firmly so that it lies as flat as possible, like a book.



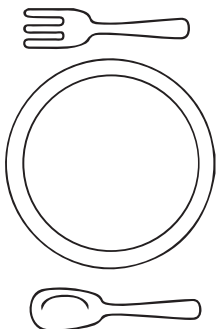
MY BOOK OF Cleanliness

This book
belongs
to:

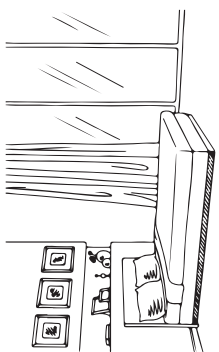


I keep my body
clean by:

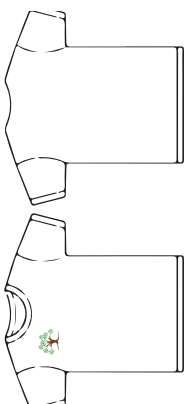
I clean up after
dinner by:



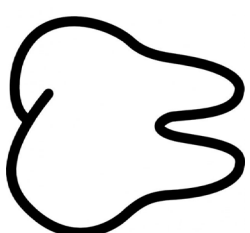
I keep my room
clean by:



I keep my clothes
clean by:



I keep my teeth
clean by:



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 2: Allah Cures the Sick

(taken from *Verses of Light*, lesson 13)

OBJECTIVE

Students will learn about how Allah is the One who cures the sick or gives us the means to cure the sick. They will then memorize the āyah.

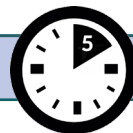
وَإِذَا مَرَضْتُ فَهُوَ يَشْفِينِ

Transliteration: Wa idhā mariḍtu fahuwa yashfīn

Translation: And when I am sick, it is He (Allah) who cures me

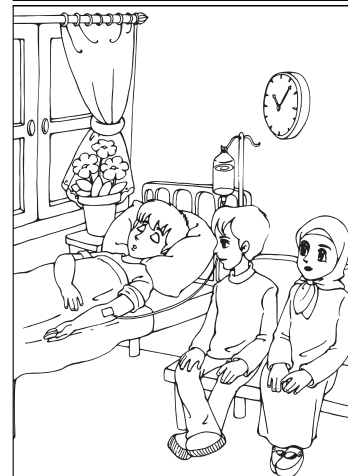
Āyah Source: Sūrah ash-Shu‘arā’, Verse 80 (26:80)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** Today, we are going to talk about Allah curing us when we are sick. Can you remember a time you or someone in your family got sick or hurt? Did they see a doctor? Who helps doctors cure people who are sick?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what are we learning about Allah? Students will most likely answer, “He cures those who are sick!”
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 13: ALLAH CURES THE SICK



And when I am sick, it is He (Allah) who cures me

Sūrah ash-Shu‘arā’, Verse 80 (26:80)

وَإِذَا مَرَضْتُ فَهُوَ يَشْفِينِ

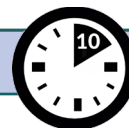
Wa idhā mariḍtu fahuwa yashfīn

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - Allah is the One who truly cures all sicknesses. We go to the doctors and take medicine to help us when we are sick-- but who created the doctors and helped them get the knowledge they need to help us? Sometimes, our bodies will even get better without any medicine because our bodies can heal themselves! This is by the power of Allah and it was designed by Him!
 - Who should be the first One we ask when we get sick or hurt? When we ask Allah for help first, He can help guide us to find the best doctor and medicine and help our bodies recover. We should always ask Allah for help and realize that all help comes from Him.
 - We can also ask Allah to help cure us of the diseases and sicknesses of our soul. Just as there are diseases of the body, there are also diseases of the soul which are inside of us as well. We should ask Allah to cure us from both! What are some sicknesses of the soul? Examples - lying, backbiting, etc.
 - It's also very important to visit someone who is sick! Angels will visit them too and make special du‘ā for you for visiting! Remember not to stay too long because a person who is sick needs their rest!

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'Put hands out to show you're feeling better,' be sure to say the Arabic (yashfīn) and translation (who cures me) so that students can associate the sign with the Arabic word and English meaning.



Put one hand on your forehead, pretend to be sick
(Wa idhā marīḍtu - and when I am sick)



Point up
(Fahuwa - it is He (Allah))



Put hands out to show you're feeling better
(Yashfīn - who cures me)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Ali was a boy who was very active! He loved to play sports with his friends and family, and do lots of exercise. One day, while he was on a ski trip with his cousins, he fell and broke his leg! He was so worried! What if he couldn't play sports or ski again? He told his parents about his fears. They reminded him that Allah says in the Qur'ān [read āyah with translation]. Ali began to feel less worried, remembering that Allah is the one Who helps people who are sick or hurt.

The doctors and nurses did X-rays on his leg and put it in a light blue cast to help it heal. Ali realized how much he appreciated the blessing of health and being able to use his leg. Every morning when he woke up for Fajr, he would pray to Allah to make him well again so he could get back to playing with his friends. Ali knew that with Allah's help, the cast would heal his leg. But he would still always pray to Allah since He is the one who created the ways for us to heal in the first place!

Finally, a few weeks later, Ali was as good as new! "Alḥamdulillāh!" Ali exclaimed. He was so thankful to Allah for curing him and helping him find great doctors. He decided that from then on, whenever anyone he knew was sick or injured, he would definitely visit them. He now knew exactly how it felt to be sick or hurt and stuck at home!

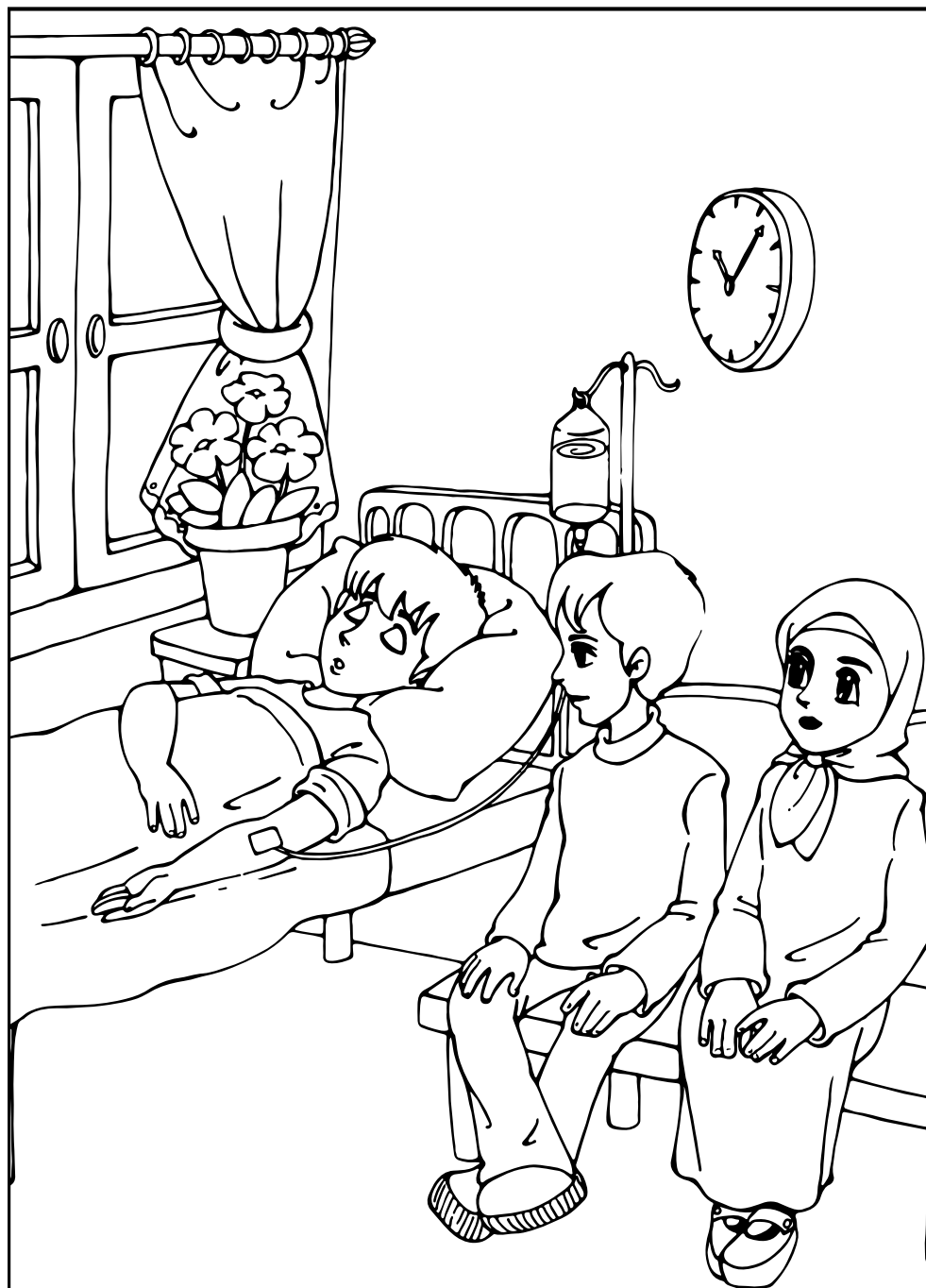
We learned today that Allah says in the Qur'ān that [read āyah with translation]. We always want to make sure we ask Allah to cure us, since He is the One who cures!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

ALLAH CURES THE SICK



And when I
am sick, it is
He (Allah)
who cures
me

Sūrah ash-Shu'arā', Verse
80 (26:80)

﴿وَإِذَا مَرِضْتُ فَهُوَ يَشْفِينِ﴾

Wa idhā mariḍtu fahuwa yashfīn

Lab Coat Card

Objective: Children will learn about the importance of prayer in difficult times, including sickness.

What should we do when we want Allah (swt) to cure us? Just like the little boy in the story, we should pray to Allah (swt). We can say, therefore, that prayer is the best medicine. If prayer is the best medicine, that means Allah (swt) is the best doctor! He tells us which prayers will help us for which specific illness or injury. As the verse from the Qur'ān says, "And when I am sick, it is He [Allah (swt)] who cures me."¹ Allah (swt) is our number one doctor. Of course we still need to go to regular doctors and get medicine, but remember, Allah (swt) is the one that gives them the knowledge and has created everything we need for the medicine.

Today, we will be making a lovely craft to remind us to pray to Allah (swt) when we are sick or hurt.

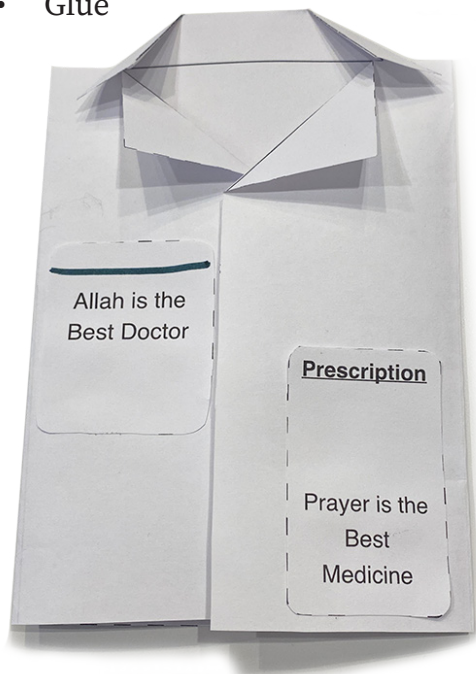
¹ Noble Qur'ān, Sūrah ash-Shu'arā' (26), Verse 80

Suggested Ages: 5+

Time: 40 minutes

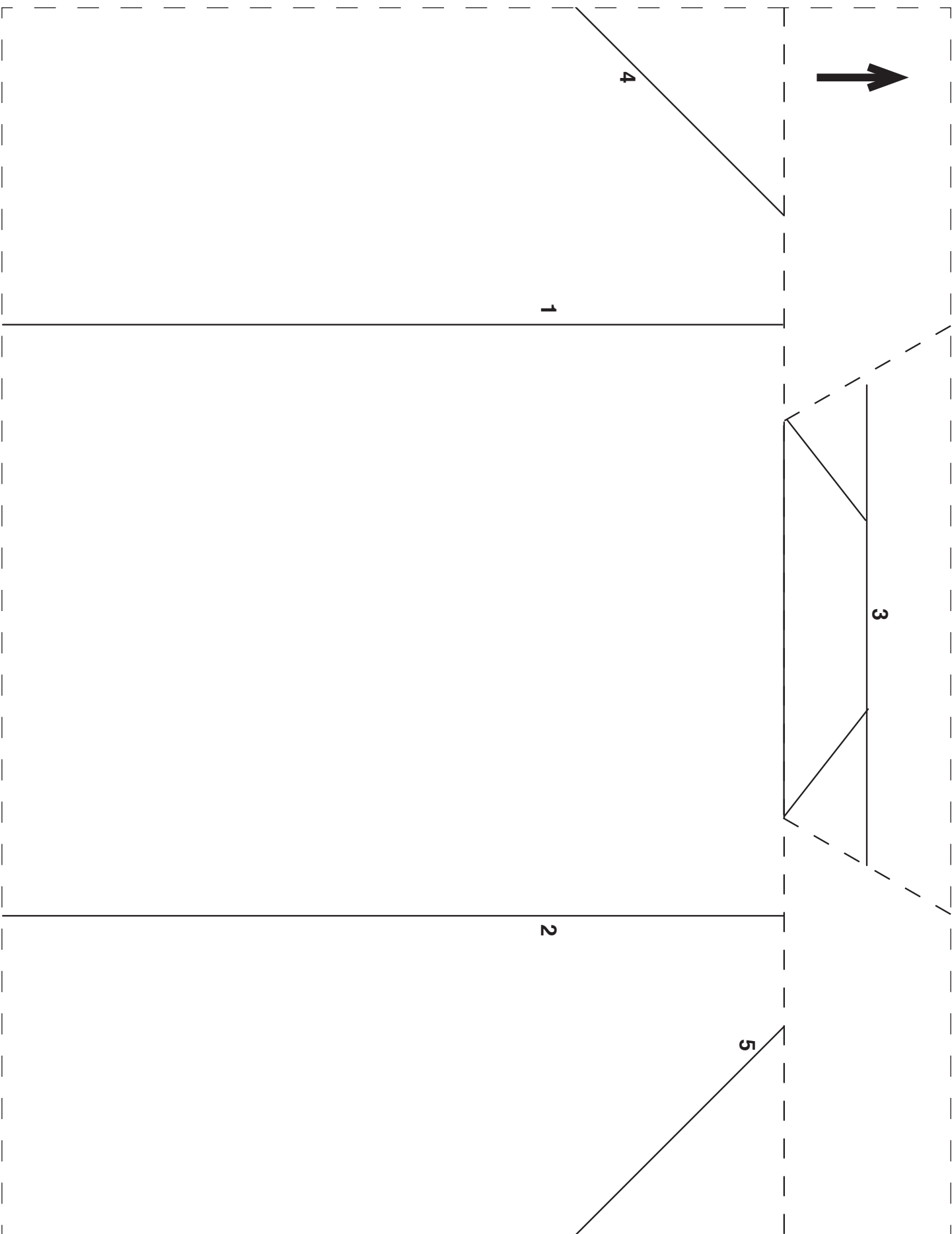
Materials:

- Lab Coat template
- Crayons/colored pencils
- Scissors
- Glue



Procedure:

1. Cut along the outermost dotted edges of the template.
2. Lay the lab coat template so that the arrow in the upper left corner is pointing up.
3. Locate lines 1 and 2. Fold the paper at these lines (there will be a slight overlap).
4. Open the flaps back up. Cut along the dotted lines at the top.
5. Next, locate the two solid diagonal lines 4 and 5. Fold outward at the diagonal lines.
6. Next, locate the line labeled 3 and fold outward.
7. Then, along the two diagonal lines, fold inwards to form a collar. Press down the collar firmly.
8. Color and cut out the pieces on the 2nd page of the template.
9. Glue them on the lab coat.
10. Finish coloring and decorating the lab coat however you like.



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Allah is the
Best Doctor

Prescription

Prayer is the
Best
Medicine

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 3: Blessed Be Allah!

(taken from *Verses of Light*, lesson 14)

OBJECTIVE

Students will learn about the magnificence of Allah as the Creator of all things. They will then memorize the āyah.

فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ

Transliteration: Fatabārakal-lāhu aḥsanul-khāliqīn

Translation: So then blessed is Allah, the best of Creators

Āyah Source: Sūrah al-Mu'minūn, Verse 14 (23:14)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about Allah, the best of Creators. Who created me and you? Who created everything around us? What are some of the things that Allah created?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what are we learning about Allah? Students will most likely answer, "He created everything! He is the best Creator!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 14: BLESSED BE ALLAH



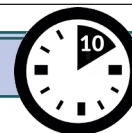
So then
blessed
is Allah,
the best of
Creators

Sūrah al-Mu'minūn, Verse
14 (23:14)

﴿فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ﴾

Fatabārakal-lāhu aḥsanul-khāliqīn

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - In this āyah, Allah is telling us that humans are His beautiful creations and that He is the best of Creators. Can you name some things Allah created? Examples - animals, plants, earth, moon, stars, planets, mountains, seas, etc.
 - Imām 'Alī (a) has told us that one of the ways to get closer to Allah is to think about how we were created. As humans, we are miraculous creations of Allah! We used to be a clot of blood which developed into a whole human being and then Allah put a soul into this body to make it alive! Subḥānallāh! Doctors and scientists have spent thousands of years studying the human body and still haven't figured everything out!
 - Allah is the Ultimate Creator! Do you know why? Well, when we make something, like a toy, we find parts and then put them together right? But Allah not only puts the parts together, He creates those parts as well!
 - Ask students to think about some of Allah's amazing creations (e.g. the way caterpillars become butterflies, how seeds grow into huge trees, the way the sun lights up the earth during the day, while the moon lights it up at night, volcanoes that erupt, etc.)

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'hands up in celebration,' be sure to say the Arabic (fatabāarak) and translation (so then blessed) so that students can associate the sign with the Arabic word and English meaning.



Hands up in celebration
(Fatabāarakal - so then
blessed)



Point up
(lāhu - is Allah)



Two thumbs up
(Aḥsanul - the best of)



Fist opening up like flower
(Khāliqīn - Creators)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Maryam and Jabir loved to spend time in nature so every weekend, they would go for a hike with their parents. Their parents enjoyed teaching them about Allah's different creations, and Maryam and Jabir soon began to appreciate Allah's creations as much as their parents. One day, while on a hike, their Mama and Baba taught them about the life cycle of butterflies. Mama explained how caterpillars hatch from tiny eggs, and eat and eat until they're ready for the next phase of their life - a huge transformation! They build safe little cocoons around themselves and after spending a few days inside, they emerge as beautiful butterflies. This whole cycle starts again when these butterflies fly around and lay their own tiny eggs! Baba explained how this perfect system was created by Allah, the best of Creators. He told them that Allah says in the Qur'ān [read āyah with translation].

Maryam and Jabir were amazed and began to notice all of Allah's creations around them, like the mountains, sky, and clouds. Maryam saw a butterfly and noticed how its pretty wings had thousands of colorful scales that allowed it to fly high, high in the sky! Jabir realized how its wings helped it camouflage with its surroundings and hide from its enemies that might want to harm it. "Subḥānallāh!" they both thought. Allah gave them a built-in protection system to help them survive!

We learned today that Allah says in the Qur'ān that [read āyah with translation]. The next time you see a butterfly or any other creation of Allah, think about how perfect Allah's system is, and remember that He is the Best of Creators!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BLESSED BE ALLAH

So then
blessed
is Allah,
the best of
Creators

Sūrah al-Mu'minūn, Verse
14 (23:14)



﴿فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ﴾

Fatabārakal-lāhu aḥsanul-khāliqīn

Creations Mobile

Objective: Children will learn about the importance of being curious and learning about Allah (swt) through the miracle of His creations.

Allah's creations are so vast and full of mysteries, and there is always something new to discover and learn. Learning about Allah's creations helps us to know Allah (swt) and worship Him better. This is one of the reasons why it is important to always seek knowledge and to keep learning and discovering.

One great way to grow closer to Allah (swt) and learn about His creations is simply to go out into nature. We can find many beautiful things that will help us to learn to love Allah (swt) and get closer to Him. When we see Allah's creation and admire them in awe, we should say subḥānallāh and alḥamdulillāh. It is a way to thank Allah (swt) for these creations. We can also recite ṣalawāt. This way we will always remember that Allah (swt) is our creator.

Today we will make a little project to remind us that Allah (swt) is the best of creators, and He will provide guidance on different areas of creation that we can observe and study!

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Banner template
- Creations circles template
- Crayons/colored pencils
- Scissors
- Glue/tape
- Hole puncher
- String/ribbon



Procedure:

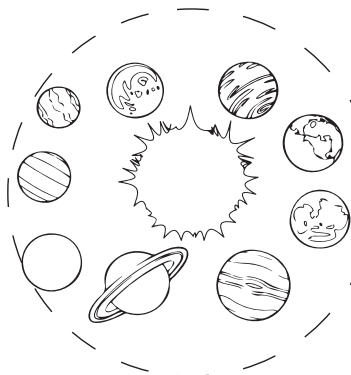
1. Color and decorate the “Allah is the Best of Creators” banner.
2. Punch all of the holes marked by black dots on the top and bottom of the banner.
3. Gently roll the banner into a tube with the words showing and a slight overlap of the ends. Seal this joint with glue or tape.
4. Next, take out the creations circles template. Each of the creations shown is joined by a relevant verse from the Noble Qur’ān. Read the verses and color the pictures.
5. Cut out the creation and verse shapes. **Do not separate the verses from their pictures!**
6. Punch the holes marked by black dots in the creation shapes.
7. Tie five strings to the bottom of the banner tube. Then tie each creation circle to the other end of the strings.
8. Now fold the creation shapes over and tape or glue them on the inside so that the verse is on one side and the picture is on the other side.
9. Finally, tie a length of string from one hole to the other at the top of the banner forming a handle.
10. Optional: if you can’t punch holes, you can use tape instead.

• فَتَبَارَكَ اللَّهُ أَحْسَنُ الْخَالِقِينَ •

Allah is the Best
of creators



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK



وَسَخَّرَ الشَّمْسَ وَالْقَمَرَ
كُلٌّ يَجْرِي لِأَجَلٍ مُّسَمًّى

He created the sun and
the moon, each moving
for a specific term.

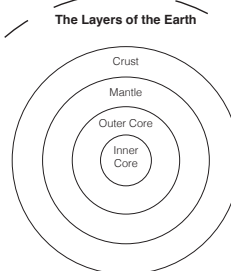


وَأَوْحَىٰ رَبُّكَ إِلَى النَّحْلِ

And your Lord inspired
(taught) the bee.



Ants can carry items in
their mouths that are
50 times as heavy as
they are?! That is the
same as human lifting
a truck with his teeth!
Subhānallāh!



Color the Layers:

Inner Core - red
Outer Core - Orange
Mantle - yellow
Crust - blue

The very center of the
Earth (inner core), is
mostly iron and nickel.
Subhānallāh!

I seek Allah
through the
miracle of
His creations

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 4: Brotherhood and Sisterhood

(taken from *Verses of Light*, lesson 15)

OBJECTIVE

Students will learn about the importance of brotherhood and sisterhood. They will then memorize the āyah.

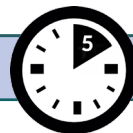
إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

Transliteration: Innamal-mu'minūna ikhwah

Translation: Indeed the believers are brothers (and sisters)

Āyah Source: Sūrah al-Ḥujurāt, Verse 10 (49:10)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about brotherhood and sisterhood today. How can I be a brother or sister to someone who is not related to me? What does sisterhood or brotherhood mean? Why is it special?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us? Students will most likely answer, "To be kind to our brothers and sisters in Islam!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 15: BROTHERHOOD & SISTERHOOD



Indeed, the believers are brothers (and sisters)

Sūrah al-Ḥujurāt, Verse 10 (49:10)

إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

Innamal-mu'minūna ikhwah

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - What are some things we should do for our brothers and sisters in Islam? Examples - greet each other warmly by saying ṣalām, forgive each other quickly, help those in trouble, be kind to each other for the sake of Allah,
 - The Prophet (ṣ) and Ahlul Bayt (‘a) have taught us that we are all brothers and sisters, regardless of our race, ethnicity, and social status. Our īmān (faith) and love for Allah are what makes us brothers and sisters.
 - One day, the Prophet (ṣ) was in the masjid and a poor man came and sat next to a rich man. The rich man moved his clothing away from the poor man, so that the poor man wouldn't touch him. The Prophet (ṣ) was not happy when he saw this, and reminded the rich man that this was not the right way to act. He asked him: Why don't you want this man's clothing to touch you? What will happen to you if his clothings touch you? Will your riches become less? The rich man realized his mistake, asked for forgiveness, and offered a lot of his money to the poor man. However, the poor man refused and said, "No, thank you. I am worried that if I become rich, I will start acting the way you did, and treat others how you treated me. I do not want to do that."
 - How does this story connect to brotherhood/sisterhood and how we should treat other people?

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'place hands out as if you are reciting Du'ā Waḥdah,' be sure to say the Arabic (ikhwah) and translation (are brothers (and sisters)) so that students can associate the sign with the Arabic word and English meaning.



Fist Pump
(Innamal - indeed)



One hand on heart to
show faith
(Mu'minūna - the
believers)



Place hands out as if you
are reciting Du'ā Waḥdah
(ikhwah - are brothers (and
sisters))

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Musa, Hasan, and Jafar called themselves brothers and good friends, but they weren't from the same family. So how were they brothers? They were brothers in Islam! Allah says in the Qur'ān, [read āyah with translation]. The three of them went to school together and helped each other become better Muslims by learning more about Islam. They looked out for each other because of how much they loved Allah!

One Eid, Musa invited his friends and their families over for an Eid lunch! Musa, Hasan, Jafar, and some other friends were having a great time playing football and tag. Once they were done, Musa's dad brought out some juice and snacks to share. They were all so hungry from running around that they started grabbing all the snacks! Oh no! A few minutes later, they realized that Jafar had gone to the bathroom and by the time he returned, all the juice and snacks were finished! Everyone felt really bad, but Jafar assured them it was okay. Hasan had some extra snacks on his plate and Musa had not opened his juice yet, so they decided to share with Jafar. This made him really happy. When Musa's dad saw this, he gave him a big hug and told him how this would make Allah very happy. Musa was very happy to be a part of this brotherly friendship with his friends. He knew that if he was ever in the same situation, his brothers would take care of him too because they were brothers and sisters in Islam!

We learned today that Allah says in the Qur'ān that [read āyah with translation]. We always want to be good to our brothers and sisters in Islam so we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BROTHERHOOD & SISTERHOOD



Indeed, the
believers
are brothers
(and sisters)

Sūrah al-Ḥujurāt, Verse 10
(49:10)

﴿إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ﴾

Innamal-mu'minūna ikhwah

Heart and People Chain Craft

Objective: Children will learn that love and brotherhood are a means of becoming closer to Allah (swt).

In the lesson, we learned about the importance of friendship in Islam. Our friends in Islam are our brothers and sisters, and we should love them as we love our family. As Muslims, the most important thing we can do for each other is help each other grow closer to Allah (swt). Remember that our brothers and sisters in Islam can help us be better Muslims, and Allah (swt) loves those who are good to their brothers and sisters in Islam.

Today, we will do a small project to celebrate brotherhood and sisterhood in our journey of growing closer to Allah (swt), inshā'Allāh.

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Heart template
- Donut-ring template (simple version) or circular human chain template (detailed version)
- Crayons/colored pencils
- Scissors
- Glue

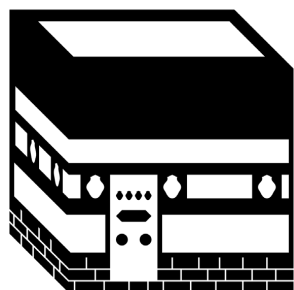
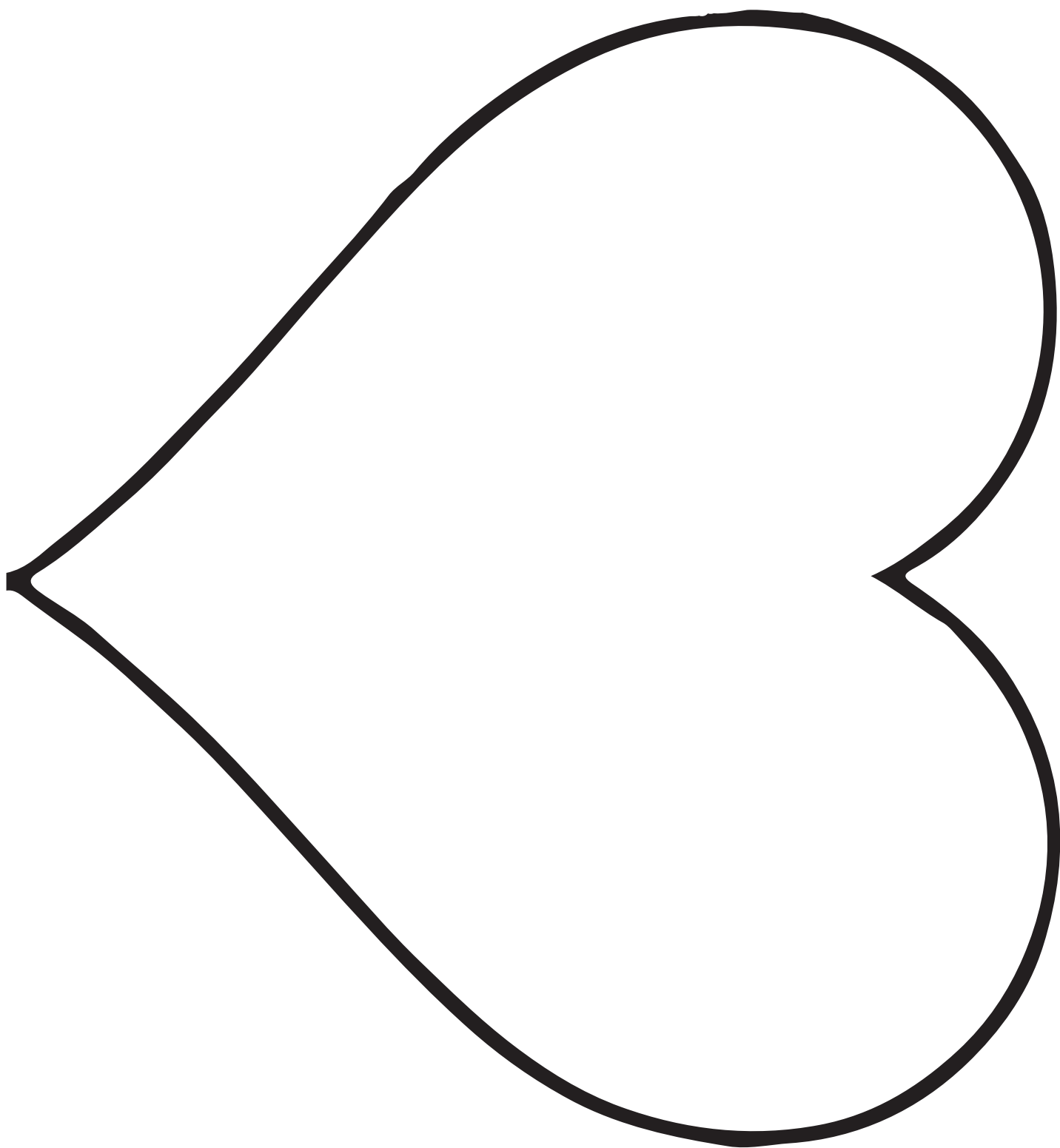


Procedure:

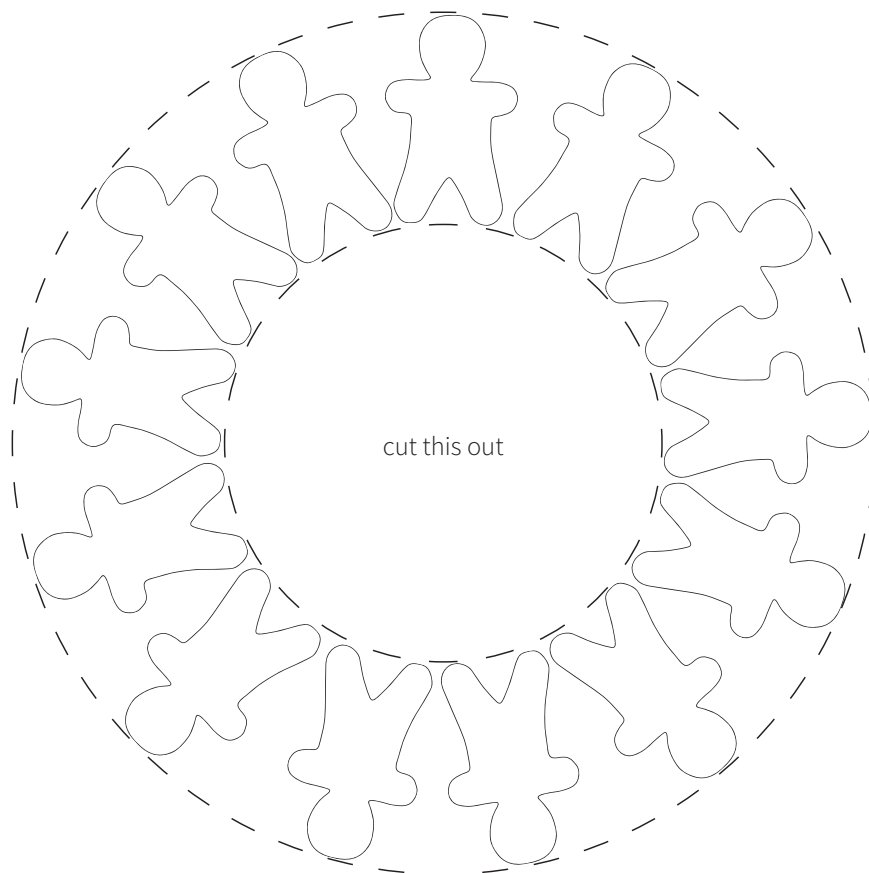
1. Color and decorate the heart and Ka'bah. Cut them out from the template.
2. Next, take out the circle of people template (you can use the simple version or the detailed version).
3. Simple version: cut out the circle along the outer edge. Then, cut out the center of the circle, where it says "cut this out," leaving a donut-ring of people.
4. Detailed version:
 - a. Cut out the circle along the outer edge.
 - b. Locate the body cutout in one of the triangles. This should be visible during the folding.
 - c. Now begin folding. To start, fold the circle in half.
 - d. Then fold the half into half again so that it is a quarter of a circle.



- e. Fold the quarter into half again leaving 1/8th, and fold in half one more time leaving 1/16th of a circle.
 - f. Now, with the circle still folded, cut the outline of the body cutout. Do not cut along the edges of the hands and feet or they will all come apart.
 - g. Then gently unfold the people ring to reveal a circular human chain.
5. Glue the donut-ring or circular human chain to the heart.
 6. Finally, glue the Ka'bah inside the donut or circular human chain.

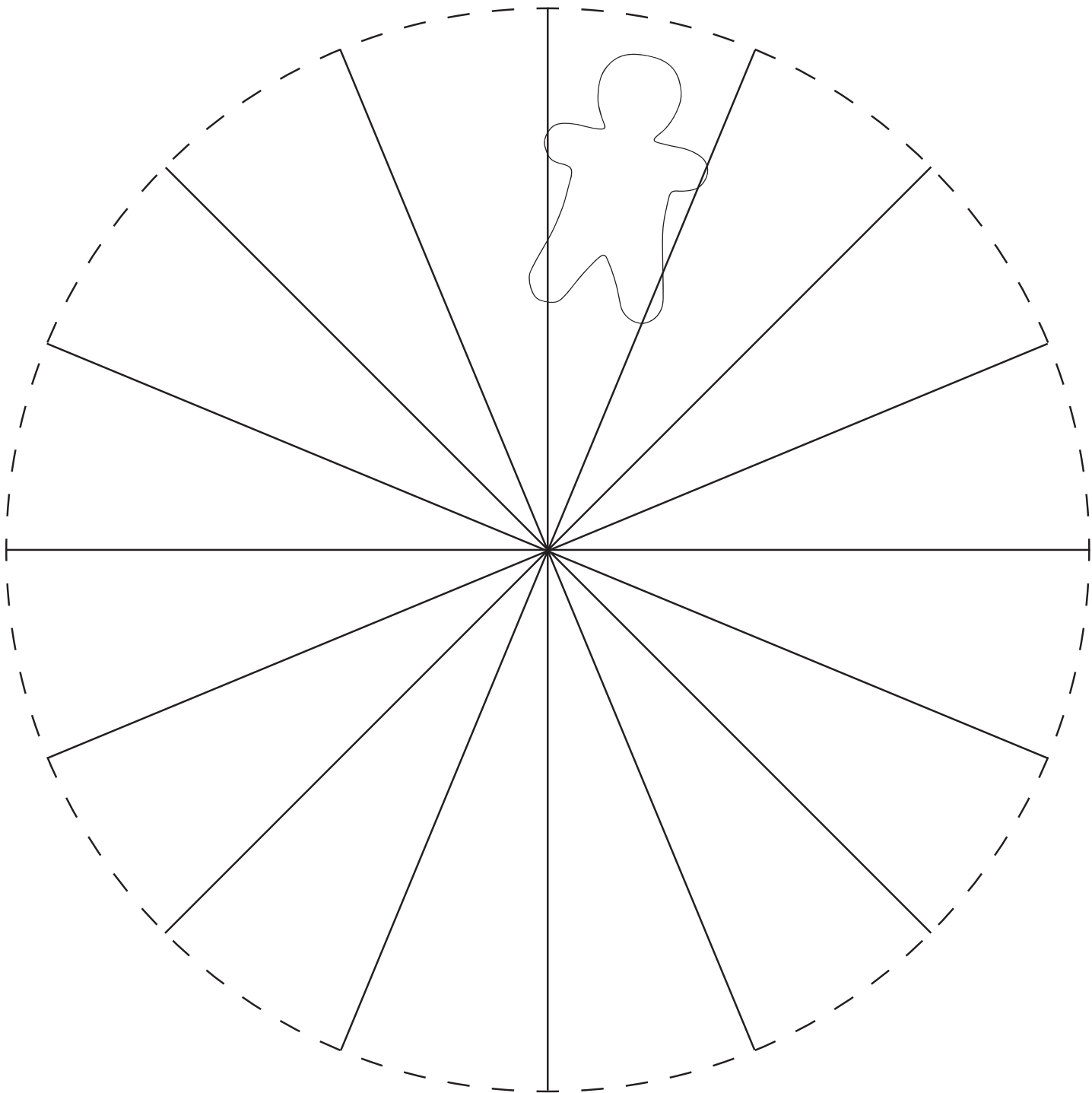


simple version



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

detailed version



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 5: Congregational (Jamā'ah) Prayers

(taken from *Verses of Light*, lesson 16)

OBJECTIVE

Students will learn about the importance of rukū' and praying together in groups. They will then memorize the āyah.

وَأَرْكَعُوا مَعَ الرَّاكِعِينَ

Transliteration: Warka'ū ma'ar-rāki'īn

Translation: And bow down with those who bow down in worship.

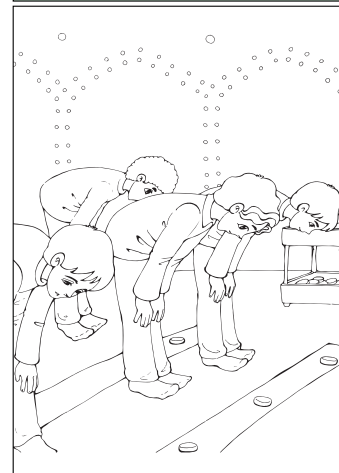
Āyah Source: Sūrah al-Baqarah, Verse 43 (2:43)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about praying ṣalāh together. What are the benefits of praying together? What is the importance of rukū'?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "To pray ṣalāh and do rukū' together!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 16: CONGREGATIONAL (JAMĀ'AH) PRAYERS



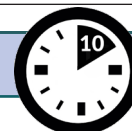
And bow down with those who bow down in worship

Sūrah al-Baqarah, Verse 43 (2:43)

﴿وَأَرْكَعُوا مَعَ الرَّاكِعِينَ﴾

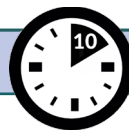
Warka'ū ma'ar-rāki'īn

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - Why do you think Allah tells us to pray together in a group?
 - Equality: No matter who you are, everyone comes together to worship Allah.
 - Unity: Everyone worships together, in the same language, at the same time, in exactly the same way!
 - More rewards from Allah when we pray together. The best way to offer ṣalāh is in jamā'ah — which means together in a group. Allah gives us many rewards for jamā'ah, so much so that the angels cannot even count the rewards because they are too many!
 - In ṣalāh, we do rukū', which is a sign of respect and humbleness, showing Allah that we will do whatever He wants us to do. Can you think of other times you have seen people bow? Example - out of respect for elders, in front of a king or queen, etc.)
 - When we bow down to Allah in rukū', it's very different from these other situations. We are bowing to Allah because He has created us and takes care of us. We worship Him and give Him respect. Everything we have is because of Him! Imām 'Alī ('a) loved and gave so much importance to rukū' that sometimes he would be in rukū' for hours.

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'do rukū', be sure to say the Arabic (warka'ū) and translation (and bow down) so that students can associate the sign with the Arabic word and English meaning.



Do rukū'
(Warka'ū - and bow down)



Bring two hands together
(Ma'ar - with)



Do rukū' while pointing to
others around you
(rāki'īn - those who bow
down in worship)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

One day, Yusuf was at the masjid when the adhān for Ṣuḥr prayer began. Everyone started doing wuḍū and lining up for prayer. However, Yusuf was so excited to read his new book that he decided to sit on the side and read, instead of joining jamā'ah. His Sunday school teacher saw him on the side and asked, "Yusuf, would you like to join us and pray together?" "I will pray by myself later," Yusuf replied. His teacher asked, "Hmm... If I told you that you could choose between getting one dollar for doing your homework by yourself or a million dollars for doing your homework in a group, which would you choose?"

Yusuf laughed and said, "Obviously, I'd choose a million dollars and get help on my homework! What does that have to do with ṣalāh?" His teacher smiled and said, "You see, there are a lot of people, fellow brothers and sisters of ours, standing for prayer," his teacher said. "They are all facing the same qiblah, reading the same sūrahs, doing rukū', and all of the other motions together. This brings us closer to one another and makes us more unified. Allah loves it so much that He has said He will give an infinite number of rewards (more than a million) if there are more than ten people. I think you're missing out if you choose to pray by yourself!" Yusuf began to see the major benefits of praying in jamā'ah, and decided that he did not want to miss out on praying together with his friends and community.

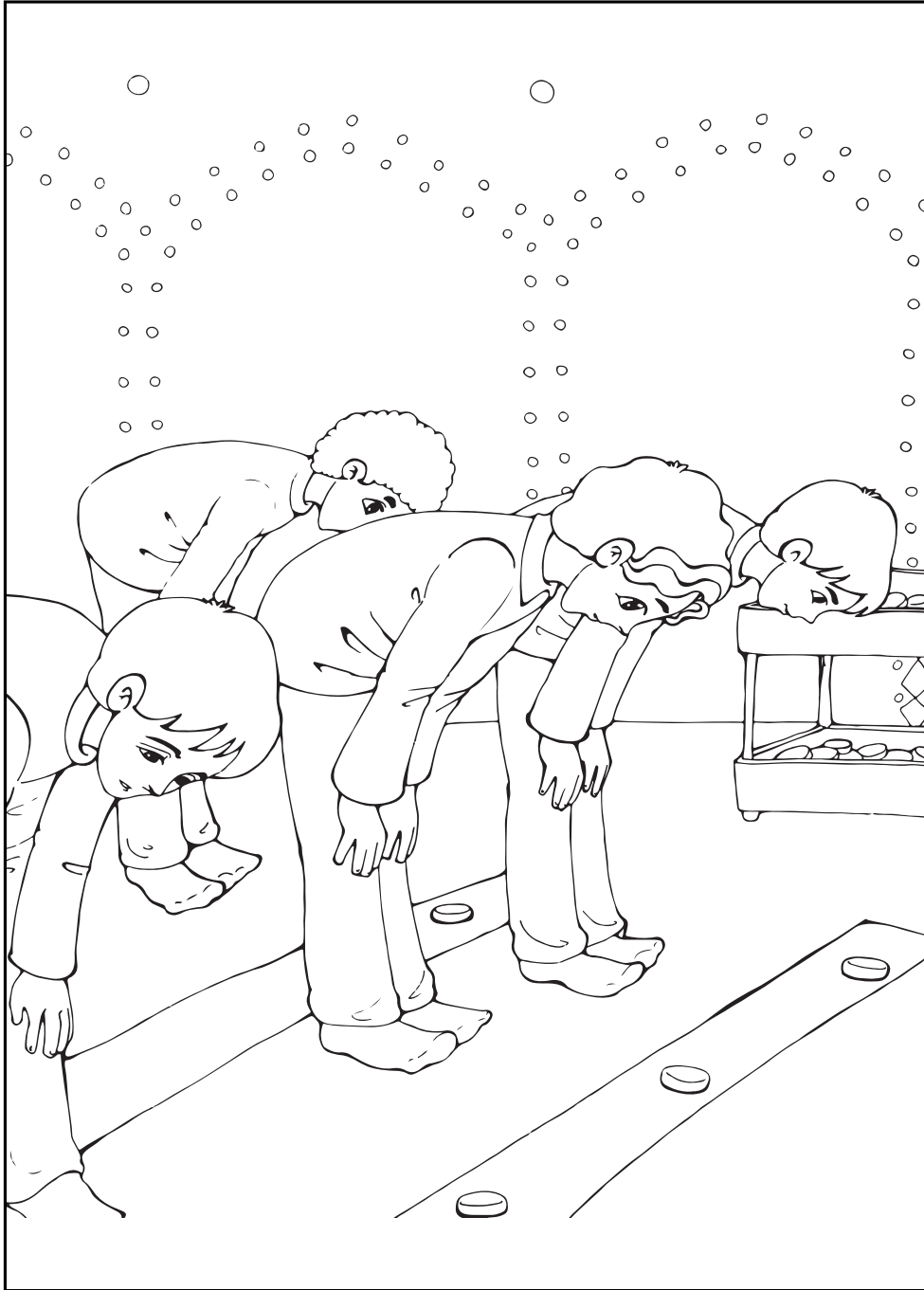
We learned today that Allah says in the Qur'ān that [read āyah with translation]. We should always try to pray in jamā'ah so we can get more thawāb and make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

CONGREGATIONAL (JAMĀ'AH) PRAYERS



And bow
down with
those who
bow down
in worship

Sūrah al-Baqarah, Verse 43
(2:43)

﴿وَأَرْكَعُوا مَعَ الرَّاكِعِينَ﴾

Warka'ū ma'ar-rāki'in

Worshiping Family Craft

Objective: Children will learn that we can do good deeds as a family.

Earlier, we learned that we earn more blessings when we worship Allah (swt) with others. One of the best opportunities to pray together is during the five daily prayers. This is a good time to worship Allah (swt) and pray on time. After ṣalāh, we can also recite the Noble Qur'ān and different du'ās together or keep mustaḥab fasts and many other actions. Other ways to worship Allah (swt) together is by volunteering in the community with our families, helping each other with chores around the house, and even just spending time together to make each other feel comforted.

Today, we will be making a special card that will help us remember the importance of doing things together with our families, inshā'Allāh.

Suggested Ages: 5+

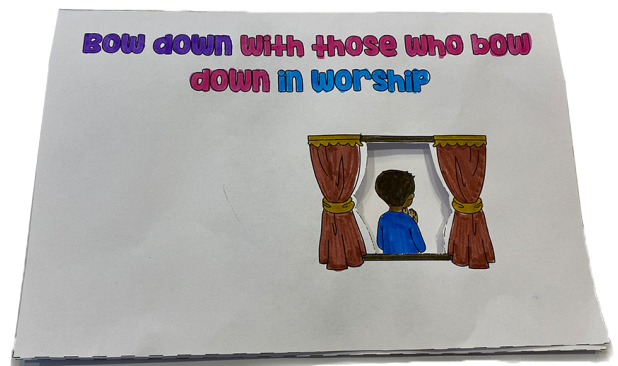
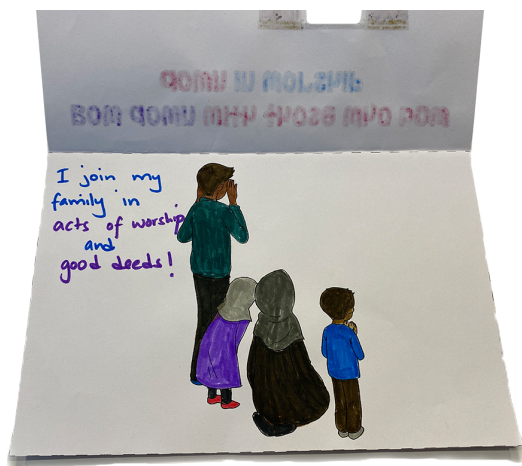
Time: 40 minutes

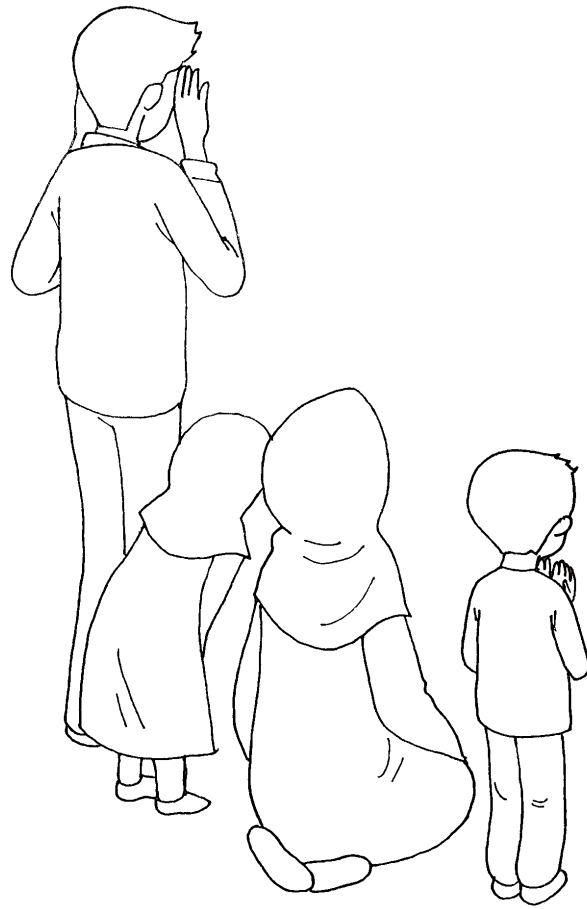
Materials:

- Worshipping family template
- Window frame template
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

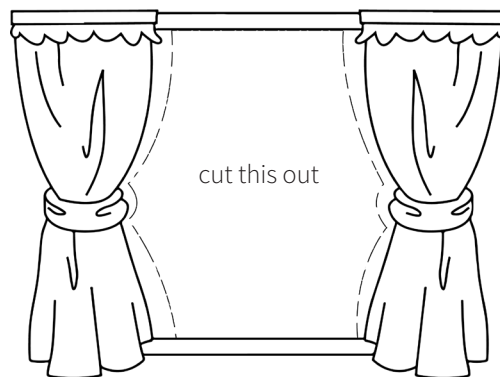
1. Color the pictures of the template however you like. While coloring, think about the importance of worship as a family activity.
2. Cut out the rectangle with the family from the first page.
3. From the second page, cut along the outermost dotted edges of the template.
4. Then, cut out the inside of the window where it says “cut this out.”
5. Next, fold the rectangle in half at the solid line. The verse and window should be showing.
6. Place the family picture inside the folded rectangle so that the little boy is showing through the window. Glue it down onto the page.
7. Open the card and in the blank space above the picture write “I join my family in acts of worship and good deeds.” Finish decorating the card however you like.





THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

**BOW down with those who bow
down in worship**



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 6: Being Thankful to Allah

(taken from *Verses of Light*, lesson 18)

OBJECTIVE

Students will learn about the importance of being thankful to Allah. They will then memorize the āyah.

لَيْنِ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

Transliteration: La'in shakartum la'azīdannakum

Translation: If you are thankful (to Allah), then I will give you more

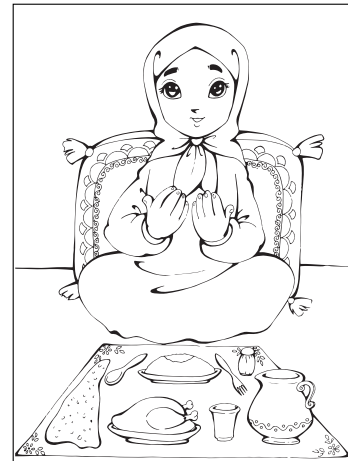
Āyah Source: Sūrah Ibrāhīm, Verse 7 (14:7)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about being thankful to Allah today. What does being thankful mean? When should we be thankful to someone? Why should we be thankful to Allah?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us? Students will most likely answer, "That we should thank Allah!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 18: BEING THANKFUL TO ALLAH



If you are thankful (to Allah), then I will give you more

Sūrah Ibrāhīm, Verse 7 (14:7)

لَيْنِ شَكَرْتُمْ لَأَزِيدَنَّكُمْ

La'in shakartum la'azīdannakum

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - Who should we thank for everything that we have? Allah! Being thankful is a very important quality. In fact, there is a very special place in Jannah with Allah for those who are thankful to Him.
 - In this verse, Allah makes a promise, and Allah never breaks His promise. He promises us that if we thank Him, He will give us even more!
 - What are some ways that we can thank Allah for His blessings? Examples - prayer, du'ā, saying Alḥamdulillāh, reading Qur'ān, etc.
 - One of the best ways to thank Allah is to use what He has given us in a way that would make Him happy. Make a T-chart with students with blessings on one side and the best way to use them on the other. Some examples:
 - Eyes: to use them to study Allah's creation so we can get closer to Him by learning about the amazing things that He has created, to read good things that will help us learn and grow.
 - Hands: to help our parents or other people, or to raise our hands in du'ā.
 - Pencils: to use them to write good things. Did you know if you write a ḥadīth or a verse of the Qur'ān, Allah will give you rewards until that ḥadīth or verse stays on that paper?

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action ‘hand on chest and bow,’ be sure to say the Arabic (la’īn shakartum) and translation (if you are thankful (to Allah)) so that students can associate the sign with the Arabic word and English meaning.



Hand on chest and bow
(La’īn shakartum - if you are thankful (to Allah))



Taking hands up levels
(La’azīdannakum - then I will give you more)



Taking hands up levels
(La’azīdannakum - then I will give you more)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Zahra was an adventurous girl, but she was also a very picky eater. She wanted different types of food every day—not the same old things her mom cooked! She didn’t want to hurt her mom’s feelings, so she never said anything...until one day, Zahra was in a really bad mood. At dinner time, she saw that her mom made a roast chicken again! “Roast chicken, again? I’m so tired of eating this!” she exclaimed.

Her mother was upset with her and replied, “Zahra! You should not say this! Did you know that all of our blessings, such as food, come from Allah? You should never be unthankful for having a warm meal to eat, since so many people don’t have even that.” Zahra immediately felt guilty. She knew lots of people didn’t get enough food to eat. She apologized to her mother, “Sorry Mama, you’re right. I shouldn’t complain.” Her mother replied, “It’s very good to be thankful for what you have! Allah says in the Qur’ān, [read āyah with translation]. Allah loves those who are content with what He has given them.” Zahra wanted to be one of the people that Allah loves, so she decided to try to be more thankful. Whenever she got to eat a warm meal, no matter what it was, she would say, “Alḥamdulillāh for this enormous blessing!” When she grew older, she would give lots of charity to show how thankful she was, and indeed, Allah did give her more blessings!

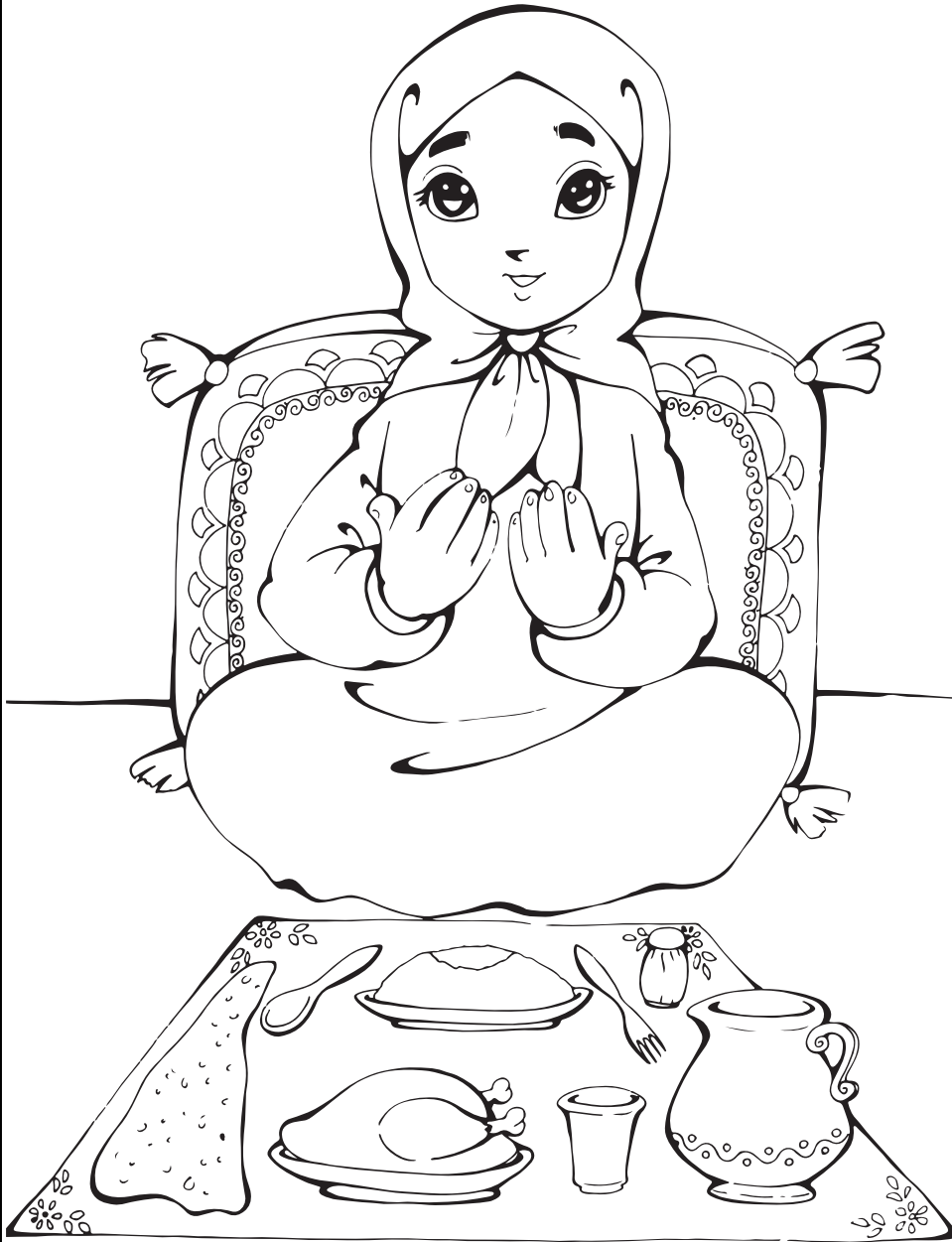
We learned today that Allah says in the Qur’ān that [read āyah with translation]. We always want to be thankful to Allah for His blessings so we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

BEING THANKFUL TO ALLAH



If you are
thankful (to
Allah), then
I will give
you more

Sūrah Ibrāhīm, Verse 7
(14:7)

﴿لَئِنْ شَكَرْتُمْ لَأَزِيدَنَّكُمْ﴾

La'in shakartum la'azīdannakum

Seeds of Gratitude and Patience Activity

Objective: Children will learn that gratitude goes hand in hand with patience and that these traits are a means of growing closer to Allah (swt).

In the lesson, we learned about how we should thank Allah (swt) for the blessings He has given us. Even when He tests us, we should be patient and keep thanking Him. When we become impatient, then we begin to complain. And often when we complain, it means that we are not grateful and our relationship with Allah (swt) might get weaker. Complaining and being ungrateful makes the people around us upset, the same way it makes us ungrateful servants of Allah (swt). Being patient helps us remember to always be grateful to Allah (swt).

Today, we will make a project that will help us remember to be both patient and grateful and will help us to earn more blessings from Allah (swt) inshā'Allāh.

Suggested Ages: 5+

Time: 30 minutes

Materials:

- Seeds and flower template
- Construction paper (any color)
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

1. Color the picture however you like.
2. Cut out the rectangle by cutting along the dotted lines.
3. Fold the paper in a zigzag fold by folding along the 2 solid lines. The part with the seeds should be face up.
4. Glue only the back of the top section to the construction paper.
5. When you pull open the folds, the image of the flowers should show.





seeds of
gratitude and patience

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 7: Helping One Another

(taken from *Verses of Light*, lesson 20)

OBJECTIVE

Students will learn about the importance of helping each other to do good deeds. They will then memorize the āyah.

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ

Transliteration: Wa ta'āwanū 'alal-birri wat-taqwā

Translation: And help one another to do good deeds and be God-conscious

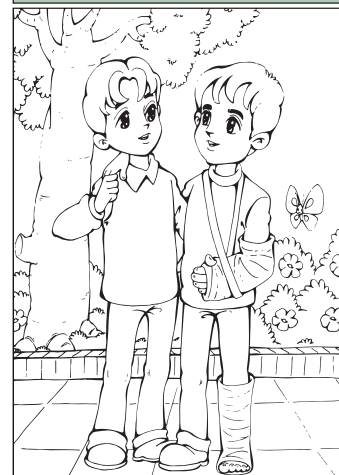
Āyah Source: Sūrah al-Mā'idah, Verse 2 (5:2)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about helping each other to do good deeds. What are good deeds? Why is it important to do good deeds? Should we help each other do good deeds? What are some good deeds we can help each other do?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah asking us to do? Students will most likely answer, "Help each other do good things!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 20: HELPING ONE ANOTHER

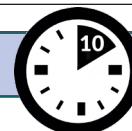


And help one another to do good deeds and be God-conscious
Sūrah al-Mā'idah, Verse 2 (5:2)

وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَىٰ

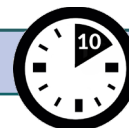
Wa ta'āwanū 'alal-birri wat-taqwā

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - Allah teaches us that Muslims are like brothers and sisters, so it is very important for us to help each other become better Muslims and stay away from bad things.
 - Why do you think it's good to help each other become better Muslims? If we don't help each other, what kind of world would we live in?
 - In this āyah, there are two things Allah is saying we should help each other with: "bir" and "taqwā." Plot each of these in a T-chart.
 - Bir: good actions. Ask students for example of good deeds.
 - Taqwā: being God-conscious and stopping each other from bad actions. Ask students to name examples.
 - Did you know that if you help someone do something good, every time they do that action, you will get reward and thawāb too?! Why do you think this is?

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'put your palms together and look up,' be sure to say the Arabic (wat taqwā) and translation (and be God conscious) so that students can associate the sign with the Arabic word and English meaning.



Helping someone up
(Wa ta'āwanū - and help one another)



Two thumbs up
(Alal-birri - to do good deeds)



Put your palms together and look up
(Wat-taqwā - and be God-conscious)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Talib was a boy that really enjoyed doing good deeds because it made him feel good inside. However, he liked doing them on his own and getting all the credit for it! If there was an opportunity to do charity or help someone, he would do it by himself. At the masjid, he would pick up trash by himself and wouldn't even ask his friends to join him! One of his friends, Raza, also really enjoyed doing good deeds to make Allah happy and he had a lot of taqwā, or God consciousness. One day, Raza broke his leg, which meant that he had to wear a cast for weeks and weeks! Because he had a cast and crutches, he couldn't do the good deeds he was usually able to do on his own. He suggested to Talib that they could pick up trash at the masjid together, that way they could both make Allah happy and get thawāb. He reminded Talib that Allah has said in the Qur'ān [read āyah with translation].

Talib realized he had been doing it wrong all along! If he was going to do good deeds, he should do it to make Allah happy, not to get credit! He began to love Raza's idea of picking up trash as a team, that way Raza could also do the good deeds he loved to do to make Allah happy, and they could both get thawāb. Raza held the trash bag while Talib picked up trash and put it into the bag. Together, thanks to their taqwā, the whole masjid was spotless! Talib promised himself that from then on, he would help others do good deeds and include them to get thawāb any chance he got!

We learned today that Allah says in the Qur'ān that [read āyah with translation]. We always want to be help each other make good choices so we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

HELPING ONE ANOTHER



And help
one another
to do good
deeds and
be God-
conscious

Sūrah al-Mā'idah, Verse 2
(5:2)

﴿وَتَعَاوَنُوا عَلَى الْبِرِّ وَالتَّقْوَى﴾

Wa ta'āwanū 'alal-birri wat-taqwā

Helping Hands Craft

Objective: Children will learn that helping each other can lead to a harmonious environment at home and in their communities.

As we have learned in the lesson, helping each other do good deeds brings us closer to Allah (swt). However, helping each other do good deeds not only helps us grow closer to Allah (swt), but also brings us closer to each other. Doing Allah's work together and caring for each other makes life more harmonious for us and the people around us. Allah (swt) likes it when we are close to each other with the love of Allah (swt) in our hearts.

Today, we will decorate some helping hands that show what harmony can look like in our communities.

Suggested Ages: 5+

Time: 40 minutes

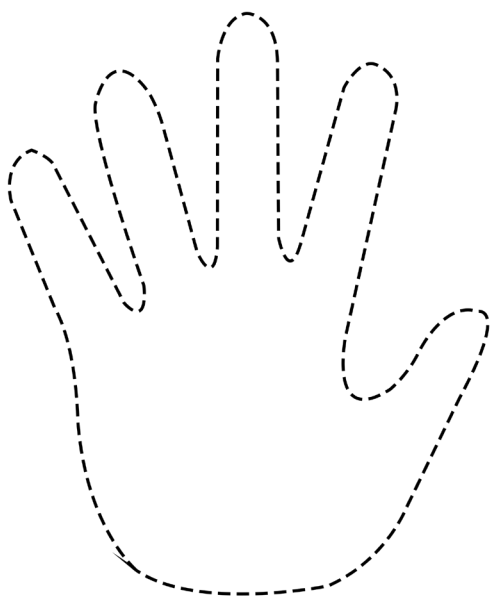
Materials:

- Hands template (optional: blank paper)
- Construction paper
- Crayons/colored pencils
- Markers/pens
- Scissors
- Glue

Procedure:

1. Color the hands however you like (optional: you can trace your hand and use those instead).
2. On each hand, write ways you can help your family and friends do good deeds and be God-conscious. Use the ideas from the lesson.
3. Cut out the hands by cutting along the dotted lines.
4. Arrange the hands on the construction paper to look like a moon crescent.
5. Glue the hands to the construction paper.
6. Finish decorating the craft however you like.





THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 8: Making Fun of Others

(taken from *Verses of Light*, lesson 21)

OBJECTIVE

Students will learn about the importance of not making fun of others. They will then memorize the āyah.

لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ

Transliteration: Lā yaskhar qawmum-min qawm

Translation: Do not make fun of one another

Āyah Source: Sūrah al-Ḥujurāt, Verse 11 (49:11)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about teasing and making fun of others. What does teasing mean?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us to do? Students will most likely answer, "Don't make fun of others!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 21: MAKING FUN OF OTHERS



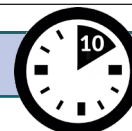
Do not
make fun of
one another

Sūrah al-Ḥujurāt, Verse 11
(49:11)

﴿لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ﴾

Lā yaskhar qawmum-min qawm

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - Why would someone tease someone else? What are some ways people can tease someone?
 - Allah does not like arrogant people (those who think they are better than others). When we make fun of people, we are acting like we're better than them and don't care about their feelings.
 - It is harām to hurt another person's feelings. Allah says that the heart of a mu'min (believer) is like the Ka'bah! If we make a believer sad, then it is similar to destroying the Ka'bah!
 - Allah made all of us in a certain way. When we make fun of others, we are making fun of the way Allah made someone or something. Instead, we should always look for the best qualities in people and talk about those.
 - Think about the reasons we mentioned earlier for why someone might make fun of another person. Now let's find ways to change those into positive interactions. Instead of making fun of the person, how can we help them?

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'point and laugh,' be sure to say the Arabic (yaskhar) and translation (make fun) so that students can associate the sign with the Arabic word and English meaning.



Make "No" with your finger
(Lā - do not)



Make "No" with your finger
(Lā - do not)



Point and laugh
(Yaskhar - make fun)



Gesture to a group on one side
(Qawmum - of one)



Gesture to a group on the other side
(Min qawm - another)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Rida was the new student at her school. She was very nervous at the thought of having to make new friends and start all over. But once she got to school, she met a lot of lovely girls, and quickly made friends! Alhamdulillah, she thought, everyone is so nice! However, one of the girls in her classes, Saniye, was known for being very mean. In class, she interrupted Rida and made fun of her when she got the wrong answer. Later at recess, Saniye made fun of Rida in front of another group of girls for being bad at basketball! The girls, who were Saniye's friends, laughed along with her. Rida was really sad and hurt, but she reminded herself to be patient for the sake of Allah.

The next day at recess, Saniye tripped and fell when chasing a ball and Saniye's own friends started making fun of her! Rida was shocked that her own friends would do this to her, and she knew exactly how she felt. Rida tried to decide what to do. Saniye had made fun of her yesterday, but Rida wanted to be a good Muslim and do the right thing. She reached her hand out to Saniye to help her up. Saniye blinked back the tears forming in her eyes, surprised. "Why are you helping me?" Saniye asked. "I was so mean to you yesterday." Rida smiled at her and said, "I know, but Allah said in the Qur'an, [read āyah with translation]." Saniye was so touched by her kindness, that she asked Rida and Allah for forgiveness. They both became good friends, and Saniye promised herself never to make fun of anyone again, since now she knew exactly how it felt.

We learned today that Allah says in the Qur'an that [read āyah with translation]. We always want to be sure we do not make fun of others so we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

MAKING FUN OF OTHERS



Do not
make fun of
one another

Sūrah al-Ḥujūrāt, Verse 11
(49:11)

﴿لَا يَسْخَرُ قَوْمٌ مِّنْ قَوْمٍ﴾

Lā yaskhar qawmum-min qawm

Protector Against Bullying Badge

Objective: Children will learn that teasing is a form of bullying, and that bullying is wrong and should be stopped.

Earlier in the lesson, we discussed teasing and making fun of others, and how these acts are mean. One form of being mean to someone is bullying. There are a lot of ways people might bully others. Teasing is just one form of bullying. And just like we should stop people from making fun of others, we should try to stop them from doing other hurtful acts of bullying. A true Muslim is a protector of others and we should therefore try our best to protect the people around us. However, we must do this without being mean or hurtful to those that are bullying. We should always be kind and helpful to everyone regardless of their behavior.

Today, we will make badges to help us be good protectors!

Suggested Ages: 5+

Time: 40 minutes

Materials:

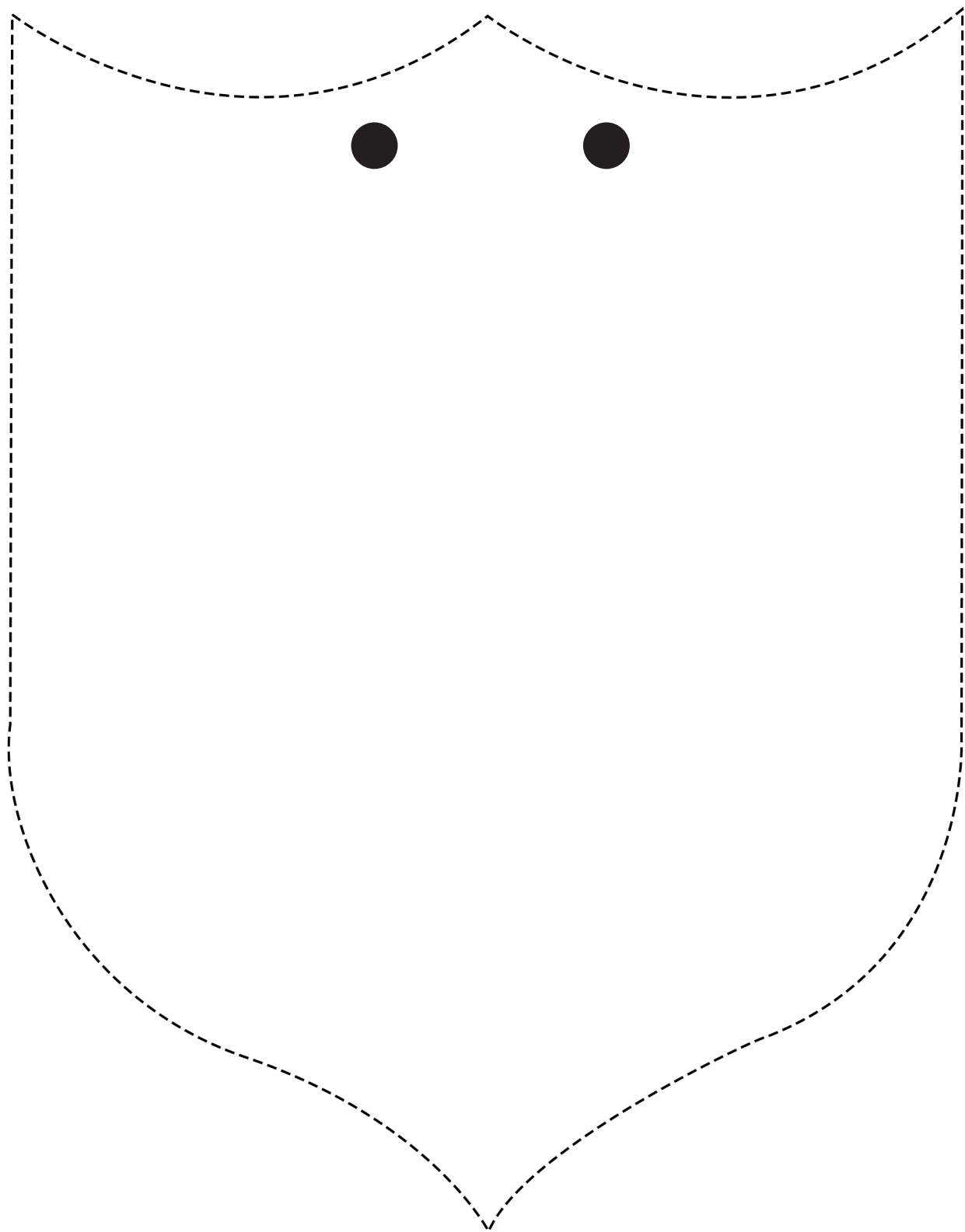
- Badge holder template
- Badge and embellishments template
- Crayons/colored pencils
- Scissors
- Glue/tape
- Hole puncher
- String/yarn/ribbon

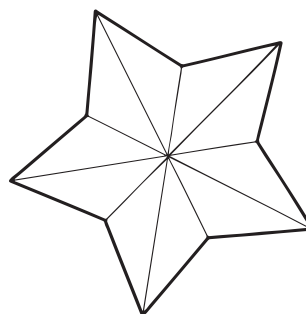
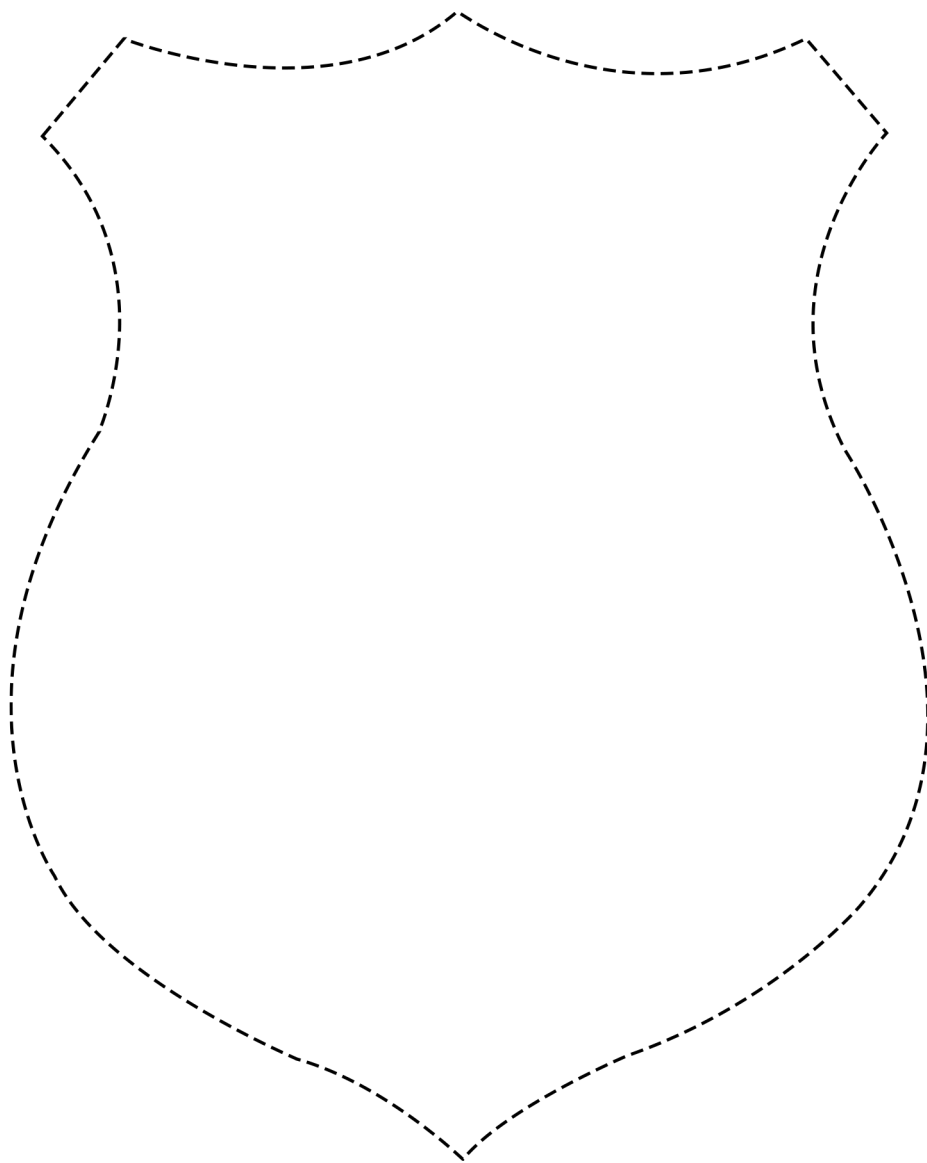
Procedure:

1. Color the pictures from the templates however you like and cut them out.
2. Arrange the embellishments on the badge so that the “Protector” band is at the top, the star is in the middle, and the “Against Bullying” banner is at the bottom.
3. Glue the pieces onto the badge.
4. Then cut out the badge holder and glue the badge to the center of the badge holder.
5. Punch out the holes marked at the top of the badge holder and loop string through. It should be long enough to wear around the neck.
6. Finally, securely tie the string ends together.
7. Optional: if you can’t punch holes, you can use tape instead.



badge holder





THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 9: Du‘ā

(taken from *Verses of Light*, lesson 22)

OBJECTIVE

Students will learn about the importance of making du‘ā to Allah. They will then memorize the āyah.

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ

Transliteration: Wa qāla rabbukum ud‘ūnī astajib lakum

Translation: And your Lord has said: Call upon Me,
I will answer your prayers

Āyah Source: Sūrah Ghāfir, Verse 60 (40:60)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about making du‘ā today. What is du‘ā? What kind of things do we make du‘ā for?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah asking us to do? Students will most likely answer, "Make du‘ā to Him!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 22: DU‘Ā



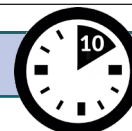
And your Lord has said, "Call upon Me; I will answer your prayers"

Sūrah Ghāfir, Verse 60 (40:60)

وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ

Wa qāla rabbukum ud‘ūnī astajib lakum

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - What are some things we might ask from Allah when we make du‘ā? Did you know that you can pray to Allah at any time, in any place, and in any language? Allah’s door is always open and He’s always listening to us.
 - Allah has asked us to pray to Him because He loves hearing us pray and make a connection to Him! In this āyah, He tells us that He will answer our prayers inshā‘Allah. But remember, if He doesn’t give us what we ask for, it must be because it is not good for us or that He has something better planned. Remember, Allah knows best!
 - In this verse, the word used for Allah is Rabb. Remember, Rabb is someone who takes care of us and nurtures us. Shouldn’t we always pray to the One who has promised to take care of us and loves us?
 - The Prophet (ﷺ) has taught us that one of the best ways to make du‘ā is to first recite a ṣalawāt. Ṣalawāt itself is a du‘ā because you are asking Allah to shower His blessings upon the Prophet (ﷺ) and his family (‘a). Then, ask for your wish followed by another ṣalawāt.
 - We have to talk to Allah to keep a good and strong relationship with Him. We shouldn’t only talk to Him when we are sad or have problems. It’s important to also talk to Him when you’re happy or things are going well too!

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make telephone with one hand,' be sure to say the Arabic (ud'ūnī) and translation (call upon Me) so that students can associate the sign with the Arabic word and English meaning.



Raise hands to make dua
(Wa qāla rabbukum - and
your Lord has said)



Make telephone with one
hand
(Ud'ūnī - call upon Me)



Make telephone with the
other hand
(Astajib lakum - I will answer
your prayers)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Sama's little brother Yusuf liked to run around and play. One day after school, Sama was playing tag with Yusuf when he slipped, fell, and bumped his head! Sama was very worried that he was seriously injured, since Yusuf began to cry.

She went to tell her parents. "I think Yusuf bumped his head really hard," Sama told them, in tears. Her parents ran to Yusuf to see his head. "We should probably take him to the doctor," her dad said, worriedly. Everyone agreed, but before they left, Sama's mom suggested, "Before we go, let's all recite du'ā together. Remember, Allah is the One who heals, and He answers our prayers. We should pray that Yusuf's injury isn't a serious one, and inshā'Allāh he will be alright!" So the family sat together and made du'ā for Allah to heal Yusuf.

Then, they headed to the doctor. The doctor did tests on Yusuf and took an x-ray of his head. After a few hours, the doctor came back and said that Yusuf's injury was a small one, but that he would need a lot of rest to recover and heal. "Alḥamdulillāh!" the family exclaimed, so relieved that it wasn't serious. Sama's mom went into sajdah and thanked Allah for answering their du'ā and keeping their family under His protection and care.

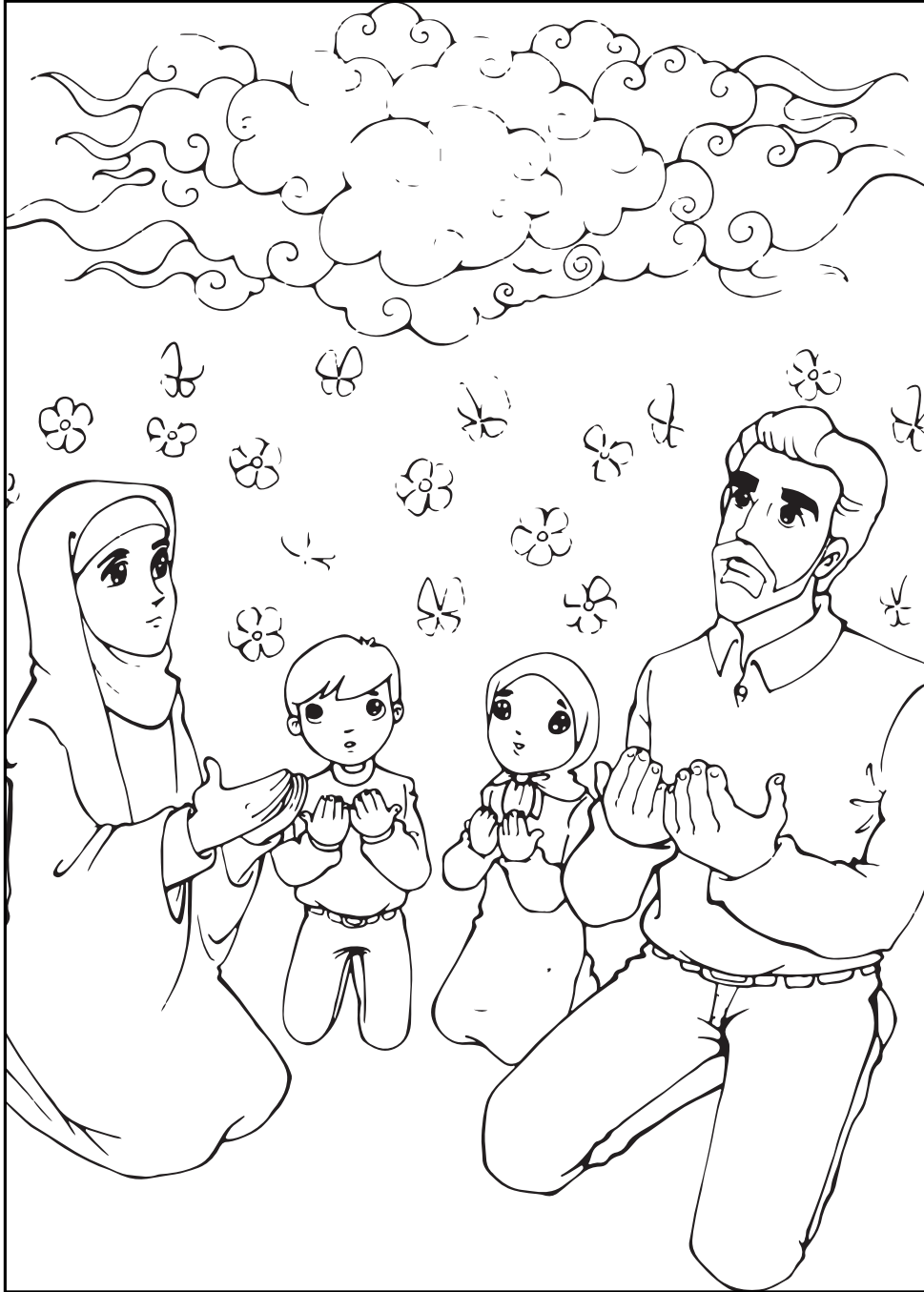
We learned today that Allah says in the Qur'ān that [read āyah with translation]. We always want to supplicate to Allah because he's our true Helper, and so we can make Him happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

DU‘Ā’



And your
Lord has
said, "Call
upon
Me; I will
answer your
prayers"

Sūrah Ghāfir, Verse 60
(40:60)

﴿وَقَالَ رَبُّكُمْ ادْعُونِي أَسْتَجِبْ لَكُمْ﴾

Wa qāla rabbukum ud‘ūnī astajib lakum

Du‘ā’

Objective: Children will learn that du‘ā’ is a form of communication with Allah (swt).

From the lesson, we learned about doing du‘ā’ and making a connection with Allah (swt). It is important to talk to Allah (swt) in both good and bad times. Just like how we talk to others when we need help or want to share our happiness, we can talk to Allah (swt) for the same reasons. Whenever we need to talk to someone or pass along a message, we communicate with them. If they are far away, we talk to them over the phone, on video chat, or send them a text message. There is a lot of technology to help us communicate. Some of this technology uses satellites that send and transmit radio waves across great distances. Our du‘ās and talks with Allah (swt) are also a form of communication. However, we do not need any technology to communicate with Allah (swt). We can speak to Him at any time using our voices or even our thoughts. Allah (swt) is as-Samī‘, the All-Hearing, and He will hear us whether we speak to Him quietly or loudly.

Today, we will do an activity to remind ourselves that we can call out to Allah (swt) at any time.

Suggested Ages: 5+

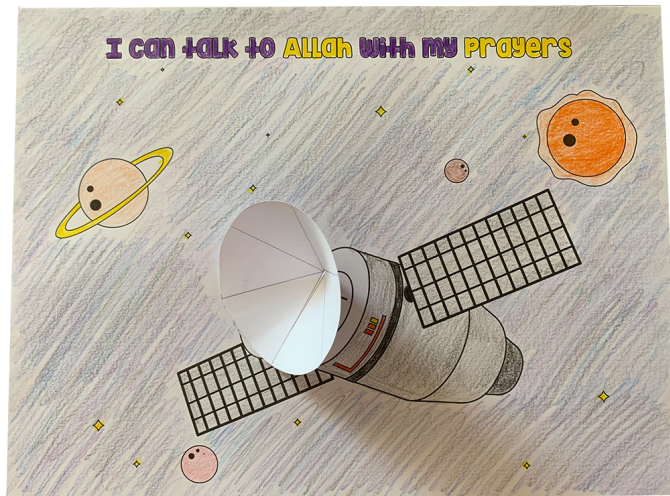
Time: 40 minutes

Materials:

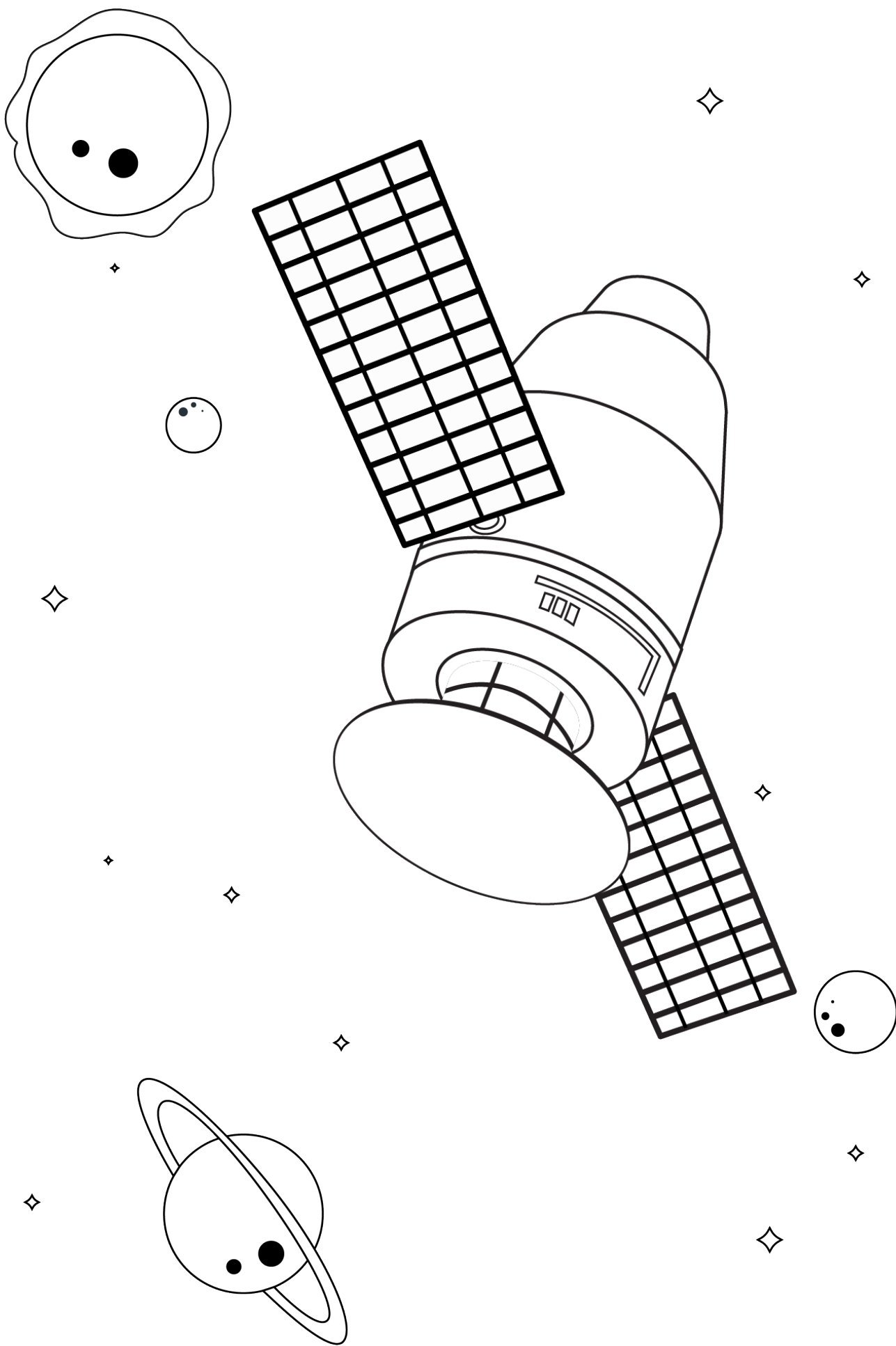
- Space coloring page
- Satellite dish template
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

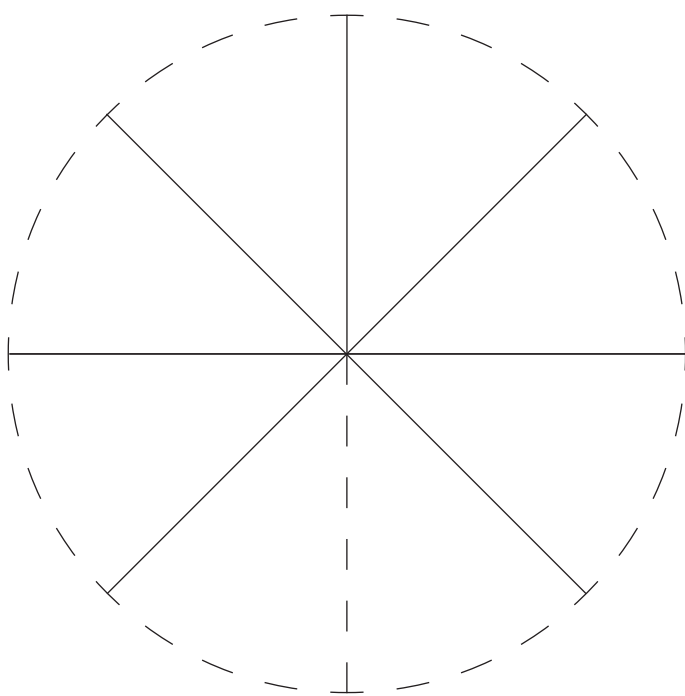
1. Color the coloring page and satellite dish template however you like.
2. Cut out the circle from the template by cutting along the dotted line.
3. Fold the circle in half 3 times (along the lines). This will make 8 sections.
4. Open up the folds. Cut along the dotted line in the circle.
5. Overlap one section over the other and glue them together. This will be the satellite dish.
6. Glue the dish to the satellite image on the coloring page.
7. Finish coloring and decorating however you like.



I can talk to Allah with my prayers



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 10: Water

(taken from *Verses of Light*, lesson 23)

OBJECTIVE

Students will learn about the miracle of water. They will then memorize the āyah.

وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ

Transliteration: Wa ja'alnā minal-mā'i kulla shay'in ḥayy

Translation: And We made from water every living thing

Āyah Source: Sūrah al-Anbiyā, Verse 30 (21:30)

STEP 1: INTRODUCTION



1. **Begin** each lesson with Bismillāhir Raḥmānir Raḥīm (encourage students to join you in reciting and doing the associated hand gestures before each lesson).
2. **Guiding questions:** We are going to talk about water today. What do you use water for? What are the different ways we use water?
3. **Make a list:** Together with your students, make a quick list. Jot down their responses onto a poster paper or whiteboard.
4. **SAY:** We are going to learn a new and special āyah today. I want you to listen carefully and think about what this āyah is telling us.
5. **Show and recite:** Show students the picture as you slowly and clearly recite the āyah in Arabic.
6. **ASK:** In this āyah, what is Allah telling us about His creatures? Students will probably respond, "They are made of water!"
7. **Read translation slowly and clearly:** Now I will read what this āyah means.

LESSON 23: WATER



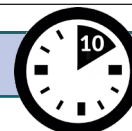
And We made from water every living thing

Sūrah al-Anbiyā, Verse 30 (21:30)

﴿وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ﴾

Wa ja'alnā minal-mā'i kulla shay'in ḥayy

STEP 2: DISCUSSION



1. Ask students to sit in a circle facing you. During the discussion, jot down key points on a whiteboard or chart-paper.
2. Use the talking points below to encourage an interactive discussion with students:
 - What are some things you know about water?
 - More than 1400 years ago, Allah revealed in the Qur'ān that everything comes from water and today we are learning more and more about the big role water has in all creations of Allah!
 - Scientists have found out and are slowly learning more about what Allah knew all along— that all creatures have originated from water and that most of our bodies are made up of water (around 70%)!
 - Did you know a person cannot live without water for more than 3 days, but can live without food for much longer? That's how important water is!
 - The Qur'ān is amazing and full of miracles. One of its miracles is that it has some scientific facts that scientists didn't discover til years later!

STEP 3: MEMORIZATION & HAND GESTURES



1. **SAY:** We will be memorizing this beautiful āyah using special hand gestures! I want you all to listen attentively and watch carefully as I recite the āyah with these special signs.
2. **Introduce each sign:** Do the sign, recite the Arabic, and then share the English meaning. Encourage students to imitate your actions. Do one sign at a time until students have understood the sign, the Arabic, and the meaning.
3. **Example:** When you show the action 'make rain using fingers,' be sure to say the Arabic (wa ja'alnā minal-mā'i) and translation (and we made from water) so that students can associate the sign with the Arabic word and English meaning.



Make rain using fingers
(Wa ja'alnā minal-mā'i - and we made from water)



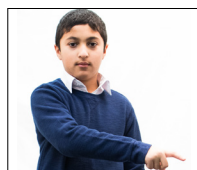
Make rain using fingers
(Wa ja'alnā minal-mā'i - and we made from water)



Pretend to point to different things
(kulla - every)



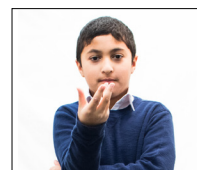
Pretend to point to different things
(kulla - every)



Pretend to point to different things
(kulla - every)



Show something growing
(shay'in ḥayy - living thing)



Show something growing
(shay'in ḥayy - living thing)

4. **Video:** Tell students that you have a special video of the gestures that you will show them. Watch the video at <https://kisakids.org/pages/quranmemorization> or refer to QR code on page 4. Watch the video 2-3 times.
5. **Group Practice:** Do the signs while reciting the āyah, increasing your volume each time, which will give your voice some variation. Start with a whisper and repeat until you get to a louder voice. This will get students excited and encourage them to recite and imitate your voice and actions.
6. **Partner Practice:** Students should practice with a partner, reciting the Arabic and English with the gestures 5 times.
7. **Students Share:** Encourage a few students to demonstrate and give positive feedback.
8. **Final Practice:** As a class, slowly do all the signs as you recite the āyah out loud. Repeat with translation.
9. **Note:** Watch for students who are struggling and bring them closer to you and assist them.

STEP 4: STORYTIME



Directions:

1. Show students the picture of the story, ask them to help you come up with names for the characters on the page, and then create a story.
2. **OR** use the sample story below:

Riiing! The school bell rang and lunch was over. Huda was excited for next period because it was time for her science class. Her teacher, Mr. Hadi, told the class that they were going to learn about something very special: water! "Did you know that our bodies are mostly water—about $\frac{2}{3}$ of it!" The students were surprised at this cool fact. Two-thirds was almost the whole body! Mr. Hadi continued, "We can't live more than three days without water, but can survive much longer without food. Water is very important to how our body functions. In fact, not a single person, animal, or plant on this planet can survive without water!" The students were quiet, pondering how incredibly important something as simple as water was, and Huda was absolutely amazed.

"Who knows where water comes from?" Mr. Hadi asked. A few students answered, "From rain!" "From oceans and lakes!" "From Allah!" all these different answers came. Mr. Hadi laughed cheerfully and said, "You're all correct!" Did you know that water from the oceans and lakes evaporate and go into the sky? From there, tiny water droplets form the dark clouds we see, and then it falls right back down again as rain or snow!" The students were in awe. What a perfect system, all created by Allah! After school, Huda looked outside at the dark clouds as it started to rain. She went outside to collect some of it in a glass, as she thought about the new facts she learned at school. She thanked Allah for this great blessing that He created!

We learned today that Allah says in the Qur'ān that [read āyah with translation]. We always want to remember this blessing of His so we can make Allah happy!

STEP 5: COLORING



As students color, walk around and encourage them to recite the āyah and perform the hand gesture. When they finish coloring, they can complete the matching worksheet.

WATER



And We
made from
water every
living thing

Sūrah al-Anbiyā, Verse 30
(21:30)

﴿وَجَعَلْنَا مِنَ الْمَاءِ كُلَّ شَيْءٍ حَيٍّ﴾

Wa ja'alnā minal-mā'i kulla shay'in ḥayy

Water

Objective: Children will learn about water and how it plays a very important part in our lives.

In the lesson, we talked about how water is a beautiful blessing from Allah (swt) and that all life on Earth is made up of water. Water is useful for many things, and there are many different ways water makes our life easy. We drink it, cook with it, and clean with it, just to name a few. Water also comes in different forms, such as steam and ice. Allah (swt) has made water useful to us in all its forms. We can clean with steam or power a boat with steam. We can use ice in preserving food as well as on a wound to help us feel better! Allah (swt) has made water an essential for life and it has a wide variety of uses. We are dependent on water and cannot survive without it!

Today, we will make a project exploring all the amazing uses of water.

Suggested Ages: 5+

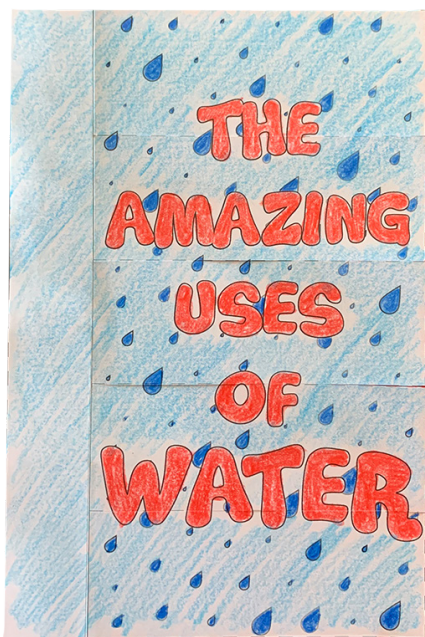
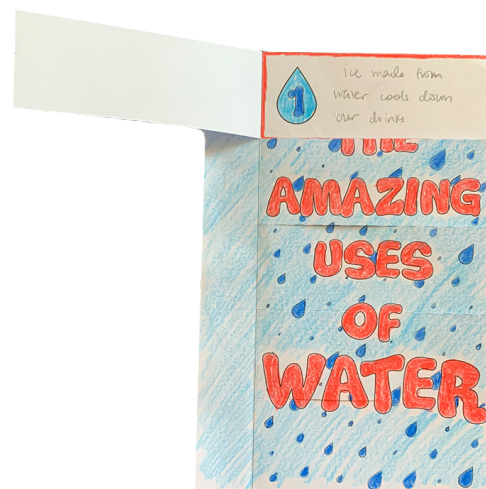
Time: 40 minutes

Materials:

- Uses of water template
- Crayons/colored pencils
- Pen/markers
- Scissors
- Glue

Procedure:

1. Cut out the template by cutting along the outermost dotted lines.
2. Cut the template in half widthwise along the dotted line in the middle. This should give you 2 pieces.
3. Color and decorate the cover piece however you like.
4. On the other piece, in each section, write/draw 5 ways we use water.
5. Fold along the solid line of the cover piece.
6. Cut along the dotted lines on the cover piece, but do not cut past the solid line. This will create 5 tabs that can be folded open and closed.
7. Place the cover piece over the other piece. Make sure the spines on the left match up.
8. Glue the cover piece on to the other piece along the spine on the left where it says "glue here."
9. Finish coloring and decorating however you like.



THE AMAZING USES OF WATER

glue here

1

2

3

4

5

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 11: Friends Are Our Brothers or Sisters

(taken from *The Guiding Light* book 3, lesson 1)



إِنَّمَا الْمُؤْمِنُونَ إِخْوَةٌ

Surely, believers are brothers (and sisters) to each other.

Sūrah al-Hujurāt, Verse 10



It was a very hot day on the battlefield, and the soldiers were defending Islam bravely. After the war ended, I was walking amongst the injured. I saw that one of the soldiers had lost a lot of blood and felt very thirsty, so I rushed to bring him some water.

The fallen soldier held me and said, "Brother, please take this water to the other soldier first. He's more thirsty than I am!"

I did as he said and ran towards the second soldier. However, when I offered it to him, he pointed to the third soldier and weakly said, "He's more thirsty than I am. Give the water to him."

When I reached the third fallen soldier, I saw that he had already become a martyr. So, I rushed back to the second soldier, but he, too, had become a martyr. I then rushed to the first soldier, but by that time, he had also joined his two brothers as a martyr. I was amazed by how they were all so willing to put the needs of others before their own!

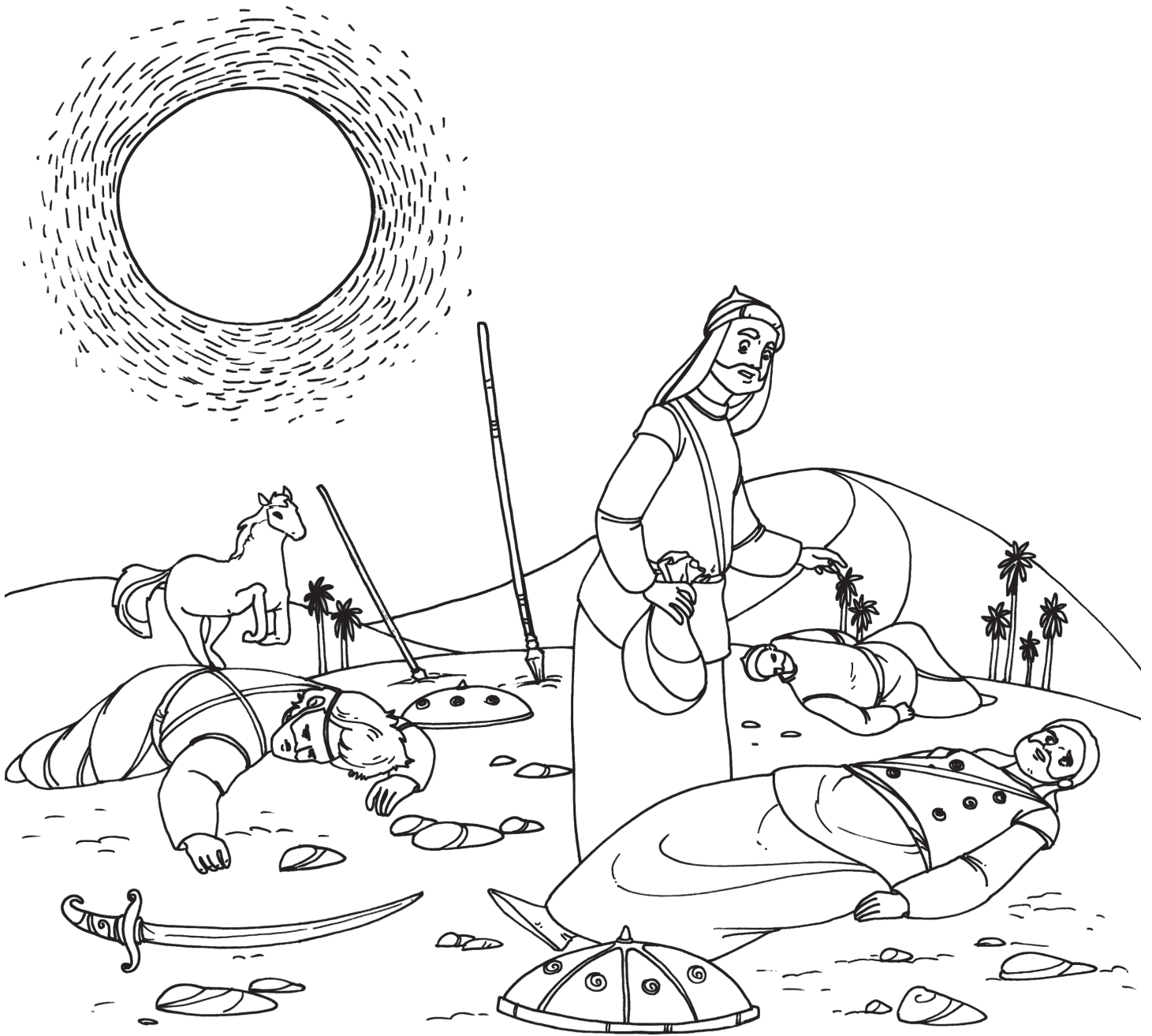
Shahīd Muṭahhari, Vol. 17, P. 389



إِلْقَ أَخَاكَ بِوَجْهِ مُنْبَسِطٍ

Prophet Muḥammad (ṣ):
Greet your friends with a smile on your face.

Mizān al-Ḥikmah, #113



Friends Are Our Brothers or Sisters

Objective: Children will learn about brotherhood/sisterhood in Islam.

Being a good friend and having good friends help us all to be good Muslims. When we surround ourselves with fellow Muslims, we can encourage each other to do good and avoid making any mistakes. In the Qur'ān, Allah (swt) says, "Surely, believers are brothers (and sisters) to each other."¹ This verse is telling us that in Islam, our friends are so important that they are our brothers and sisters. Our goal of doing good deeds and growing near to Allah (swt) is what bonds us together.

In the story, the soldiers were willing to overlook their own needs for their brothers in Islam. They each were more worried about their friends than they were about themselves. There are many ways we can take care of our friends and build a brotherly/sisterly relationship with them.

Today, we will do an activity that will make us think about the different ways we can be a good friend in various settings.

¹ Noble Qur'ān, Sūrah al-Ḥujurāt (49), Verse 10

Suggested Ages: 5+

Time: 40 minutes

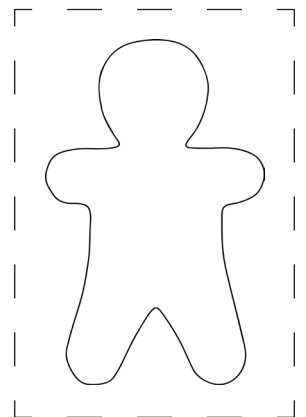
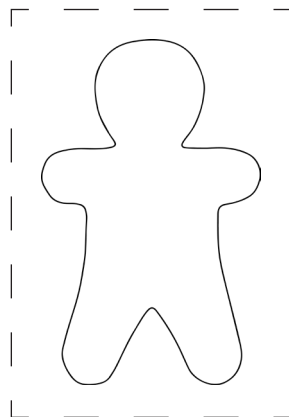
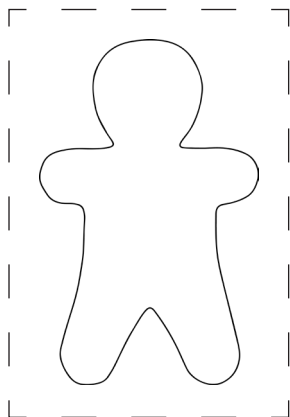
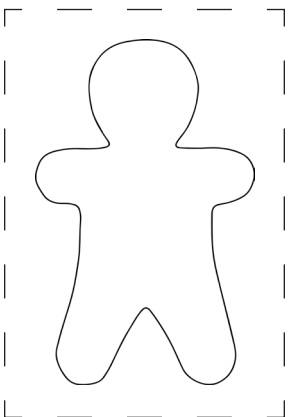
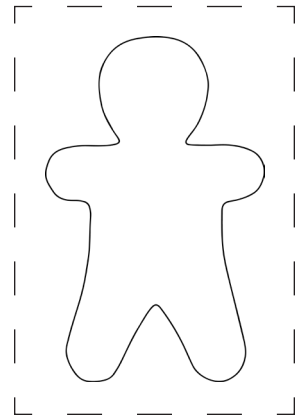
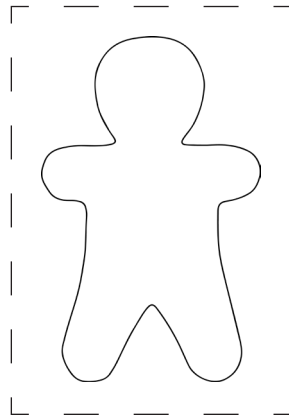
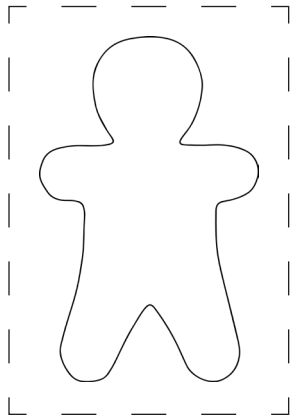
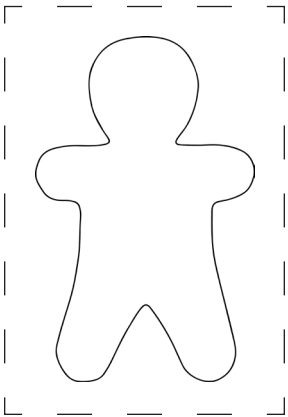
Materials:

- People and Earth template
- Construction paper
- Pencil
- Crayons/colored pencils
- Scissors
- Glue
- Optional: poster board

Procedure:

1. Color and decorate the people and Earth pictures.
2. Cut out the pictures.
3. Fold the construction paper in half twice. When you open the folds, there should be 4 sections.
4. Glue the Earth picture in the center of the construction paper.
5. Next, glue all of the body cutouts around the Earth.
6. Label each quarter of the paper:
 - a. how to be a good friend in class
 - b. how to be a good friend at recess
 - c. how to be a good friend at the masjid
 - d. how to be a good friend at home
7. In each section, write some ways you can be a good friend in different settings.
8. Finish coloring and decorating if needed.
9. Optional: you can make this on a poster board.





THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 12: Pick Honest Friends

(taken from *The Guiding Light* book 3, lesson 2)



وَكُونُوا مَعَ الصَّادِقِينَ

Be with the truthful

Surah at-Tawbah, Verse 119



There was once a man who loved Imām Ḥasan (‘a) very much, so he asked him, “Can I be your friend?”

“Yes, of course. We are already friends,” answered the Imām (‘a).

“But I want to be a close friend, not just any friend,” the man insisted.

The Imām (‘a) looked at him with kindness and replied, “Being a close friend has certain conditions. My closest friends should have three traits: (1) they do not praise me falsely, because I know myself better than anyone; (2) they do not lie to me, because lying is bad; and (3) they do not gossip.”

The man stayed silent because he knew that he did not meet those conditions. But with hope in his eyes, he told the Imām (‘a), “O Imām, please give me some time to develop these traits.”

The Imām (‘a) smiled and hugged the man. He comforted the man by telling him that they would soon become the best of friends, inshā’ Allāh, and that his company is always welcome. The man felt ever more inspired to become a better person and try to change his bad habits.

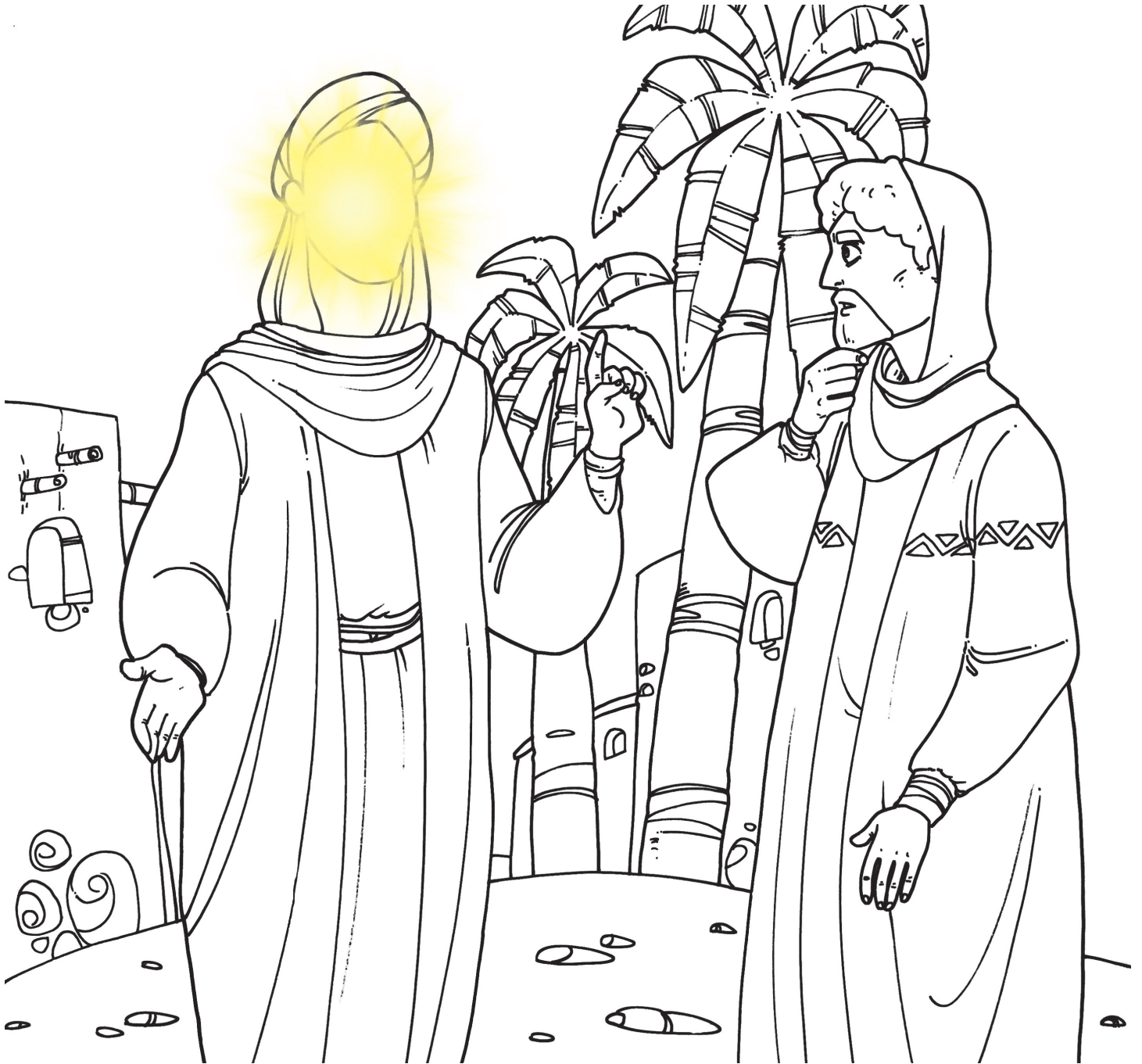
Kalimāt al-Imām al-Ḥusayn (‘a), P.16



إِيَّاكَ وَ مُصَاحِبَةَ الْكَذَّابِ

Imām Muḥammad al-Bāqir (‘a):
Beware of making friends with a liar.

Al-Kāfir, Vol. 2, P. 376



Pick Honest Friends

Objective: Children will learn about the kinds of friends they should have.

As we have discussed in a previous lesson, friendship is very important in Islam. But what kind of people should we be friends with? Allah (swt) says in the Qur’ān, “Be with the truthful.”¹ This shows us that we should look for friends who are truthful and honest. Honesty and telling the truth are a very important part of Islam. Anyone who is dishonest can lie and cheat and do other things that Allah (swt) does not like. If we made friends with someone who is dishonest, we could start doing dishonest things that take us away from Allah (swt).

What should we do if our brothers and sisters in Islam are struggling with honesty? In the story, when Imām Ḥasan (‘a) listed the three traits of a good friend, he didn’t tell the man that they could never be friends. He gave the man hope of becoming one of his best friends and of becoming a good Muslim! Being honest helps us to be good Muslims and good friends.

Today, we will make a friendship house that will show that honesty is the foundation of good friendship.

¹ Noble Qur’ān, Sūrah at-Tawbah (9), Verse 119

Suggested Ages: 5+

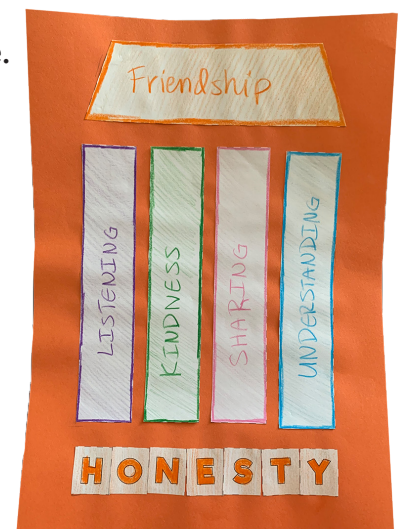
Time: 40 minutes

Materials:

- House template
- Construction paper
- Crayons/colored pencils
- Markers
- Scissors
- Glue

Procedure:

1. Color the parts of the house.
2. On each column, write a trait of a good friendship (kindness, sharing, listening, etc).
3. Write “Friendship” on the trapezoid roof.
4. Cut out all of the pieces by cutting along the dotted lines.
5. Now let’s build the house. At the bottom of the page, start by spelling the word “HONESTY” using the block letters. We should always work to build a foundation of honesty in our life.
6. Then place the columns of the house upright above the foundation. This is the body of the house.
7. Now place the roof piece above the columns.
8. Glue down all of the pieces.
9. Finish decorating the craft however you like.





© H S N E Y T

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 13: Bring People Together

(taken from *The Guiding Light* book 3, lesson 3)



فَأَصْلِحُوا بَيْنَ أَخَوَيْكُمْ

Make peace between your brothers
(and sisters).

Sūrah al-Hujarāt, Verse 10



In the time of Imām aṣ-Ṣādiq (‘a), there lived two friends who were so close that they were like brothers. One day, however, they got into an argument and stopped talking to each other. When a wise man named Zurārah noticed that the two men were mad at each other, he decided to invite them to his house. After a long conversation about what went wrong, Zurārah realized that the two men were disagreeing over money.

“Here,” said Zurārah, “take this money.” The two men looked at the money with surprise and confusion.

“Imām aṣ-Ṣādiq (‘a) has told me that whenever two people argue over money, I should give them money on his behalf to help them solve their problem,” he explained. “So I’m giving you this money, but only if you go back to being good friends and promise not to argue anymore.”

Feeling ashamed, the two men looked at each other and hugged. They thanked Zurārah and left the house in a good mood.

Uṣūl al-Kāfir, Vol. 2, Ḥadīth #3-4



صِلْ مَنْ قَطَعَكَ

Prophet Muḥammad (ṣ):

If someone breaks their relationship with you,
you should try to fix it.

Tuḥaf al-‘Uqūl, P. 305



Bring People Together

Objective: Children will learn about conflict resolution and how to make peace between friends.

We are learning that friendship is very important in Islam. Our friends in Islam are our brothers and sisters. We are like a family working together to be good Muslims and grow closer to Allah (swt). Allah (swt) will give us more blessings if we are good friends and brothers to each other. If we get in a fight with one of our friends, we should try to resolve any issues with them through communication and forgiveness.

What if two of our friends are fighting with each other? What should we do? When the two friends in the story were fighting, Imām aṣ-Ṣādiq's companion stopped the fight between them. There is a verse in the Qur'ān that says, "Make peace between your brothers (and sisters)."¹ When our friends are fighting with one another, we should do whatever we can to make peace between them.

Today, we will think of different ways that we can help our friends make peace. These will be the tools that you can use in the future, inshā'Allāh!

¹ Noble Qur'ān, Sūrah al-Ḥujurāt (49), Verse 10

Suggested Ages: 5+

Time: 40 minutes

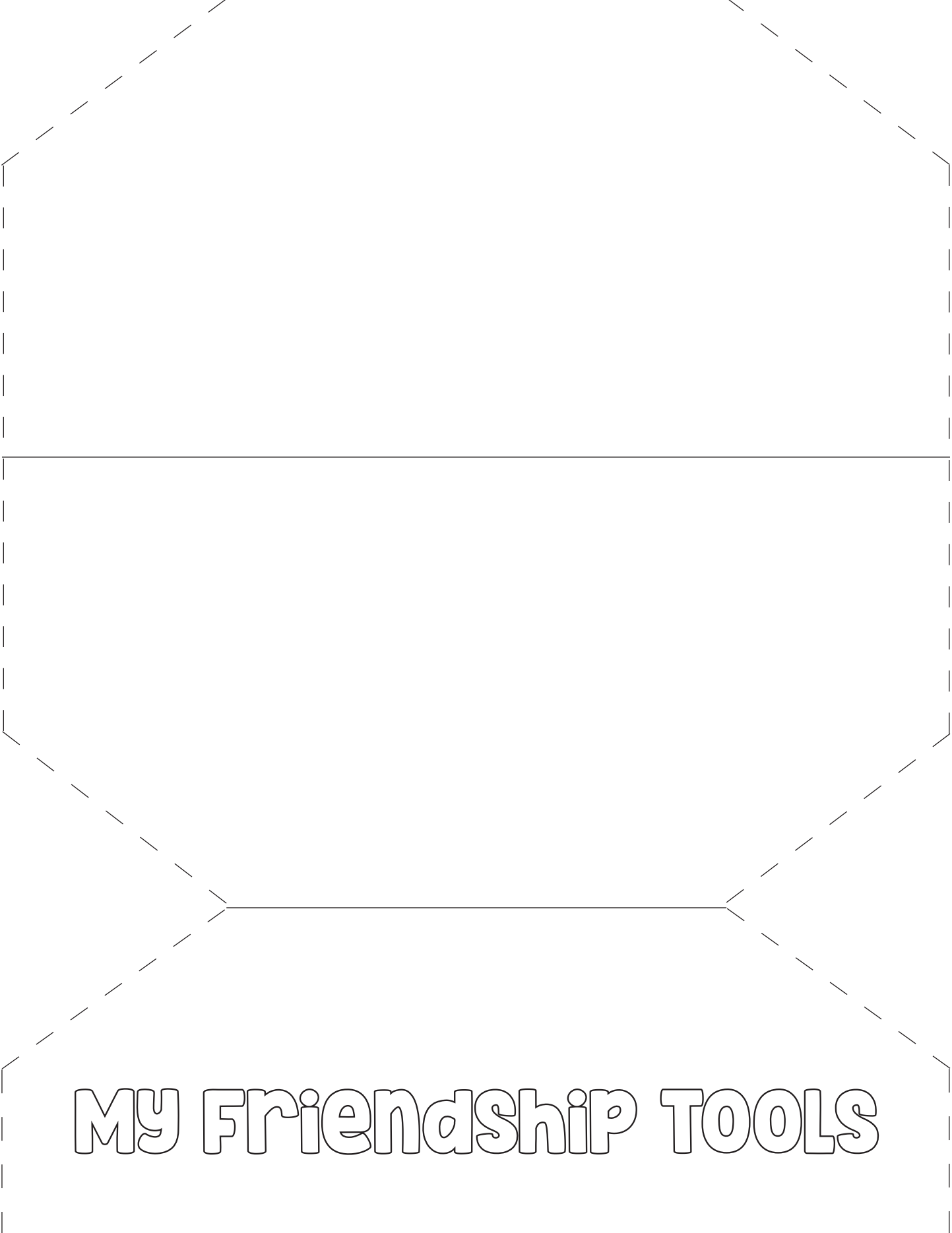
Materials:

- Toolbox template
- Tools and handle template
- Crayons/colored pencils
- Scissors
- Glue

Procedure:

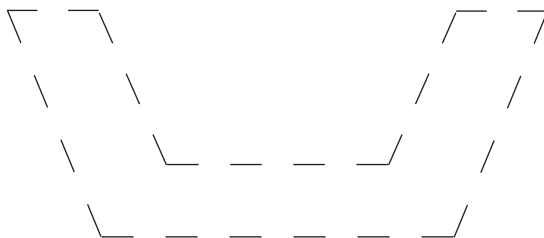
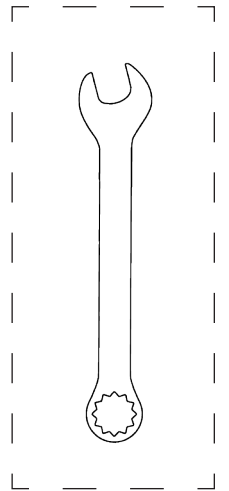
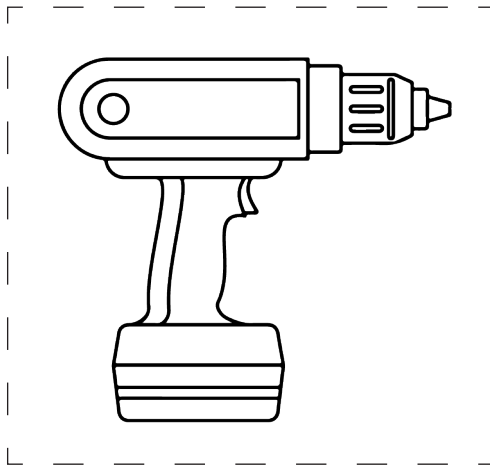
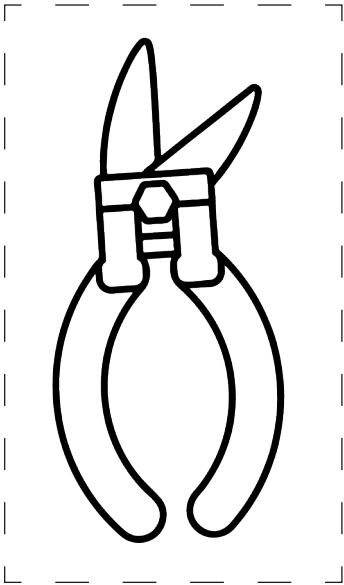
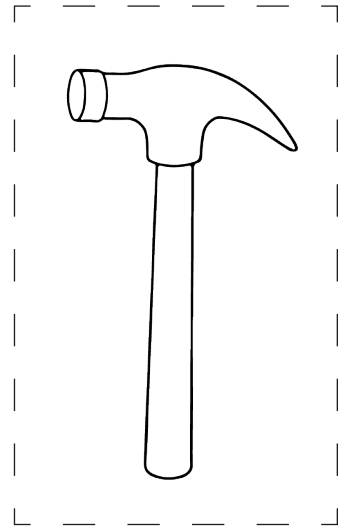
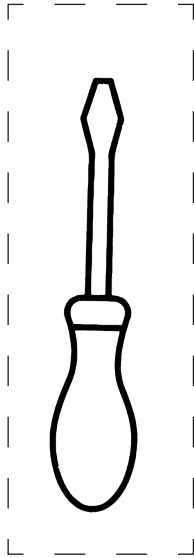
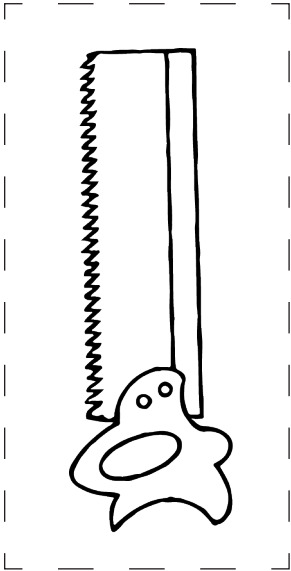
1. Color the tool box, tools, and handle however you like.
2. Cut out all of the pieces by cutting along the dotted lines.
3. Fold the tool box along the solid lines forming the body of the box and the lid.
4. Glue the side edges of the bottom flap and press it in place, forming a pocket.
5. On each tool, write different ways you can help your friends get along and resolve their conflicts (ex: sharing, listening, being inclusive, understanding, shaking hands, staying calm, etc.)
6. Fold the lid of the tool box down and glue the handle to the top of the tool box.
7. Finally, put all of the tools into the pocket of the tool box.





MY FRIENDSHIP TOOLS

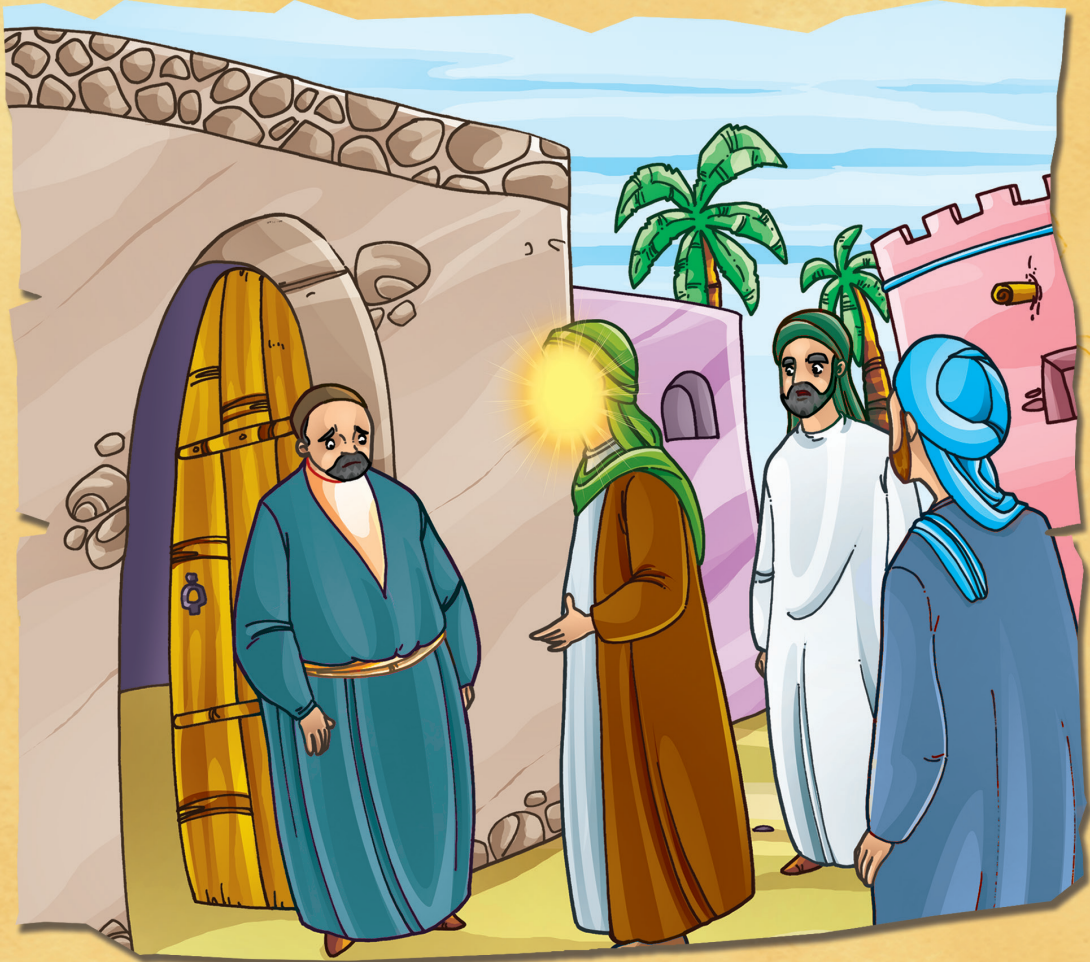
THIS PAGE HAS BEEN PURPOSELY LEFT BLANK



THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 14: Avoid Name Calling

(taken from *The Guiding Light* book 3, lesson 4)



وَلَا تَنَابَرُوا بِالْأَلْقَابِ

And do not call each other bad names.

Sūrah al-Ḥujurāt, Verse 11

One day, Imām as-Sajjād (‘a) was sitting with some of his friends, when a man came up to him and started calling him bad names. The Imām (‘a) stayed patient and remained silent until the man finished and went home. Seeing this, his friends became enraged!

“How dare he talk to you like that!” exclaimed one friend.

“Why didn't you say anything to him?!” asked another.

The Imām (‘a) tried to calm them down, but some of them darted out and headed to the man's home. The Imām (‘a) did not want anyone to bother the rude man, so he said, “Follow me. I'll reply to the man myself.”

As the Imām (‘a) made his way to the man's house, he kept repeating a verse from the Qur’ān that talks about holding our anger and forgiving others. Everyone watched anxiously as the Imām (‘a) knocked at the man's door. They were most curious to see how the Imām (‘a) was going to deal with the rude man.

When the man came out, he grew scared seeing so many people gathered outside. The Imām (‘a) kindly greeted the man and gently said, “My brother, if what you said about me is true, then I ask Allah to forgive me. But if what you said about me is not true, then I ask Allah to forgive you.”

The man was shocked at the Imām's kindness. With a regretful heart, he kissed the Imām's forehead and said, “The things I said about you were not true!” Hanging his head in shame, he continued, “Those words apply more to me than anyone.” The Imām (‘a) forgave the man, and they went on to become good friends.

Al-Burhān fī Tafsīr al-Qur’ān, Vol. 1, P. 690

تَدْعُوهُ بِأَحَبِّ أَسْمَائِهِ إِلَيْهِ

Prophet Muḥammad (ṣ):
Call your friends by their favorite names.

Nahj al-Faṣāḥah, #1293



Avoid Name Calling

Objective: Children will learn about the negative effects of name calling.

Today we are going to discuss an important topic: name calling. How would you feel if someone purposely pronounces your name wrong? Or calls you by a name that is mean and insulting? It would hurt your feelings, right? We wouldn't want to be friends with someone who says mean things to us. Name calling hurts people's feelings and breaks the bonds of brotherhood/sisterhood.

In the story, we saw how Imām as-Sajjād (‘a) handled a situation where someone said unkind words to him. He only used good, kind words with the man. In the Qur’ān, it says “And do not call each other bad names.”¹ Imām as-Sajjād (‘a) showed us that we should be kind and forgiving. He didn't call him any names, even though the man's behavior was hurtful.

Today, let's think of words of kindness and friendship that we can say to others to make peace, and maintain brotherhood and sisterhood.

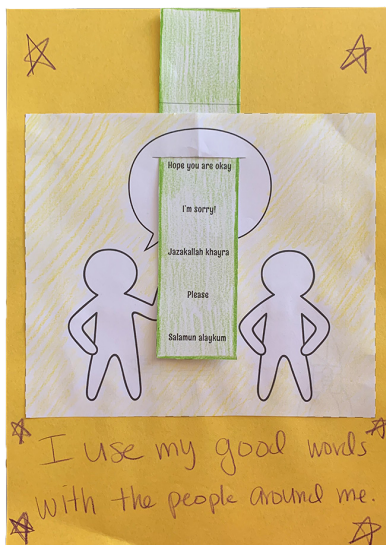
¹ Noble Qur’ān, Sūrah al-Ḥujurāt (49), Verse 11

Suggested Ages: 5+

Time: 40 minutes

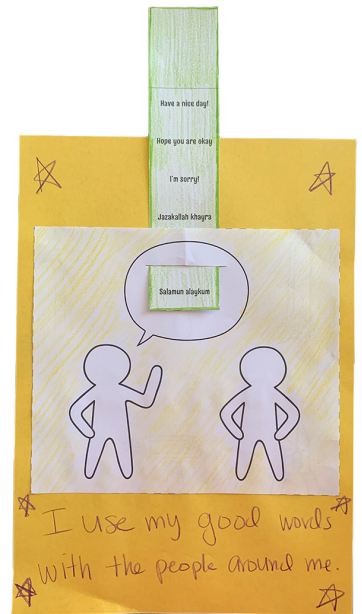
Materials:

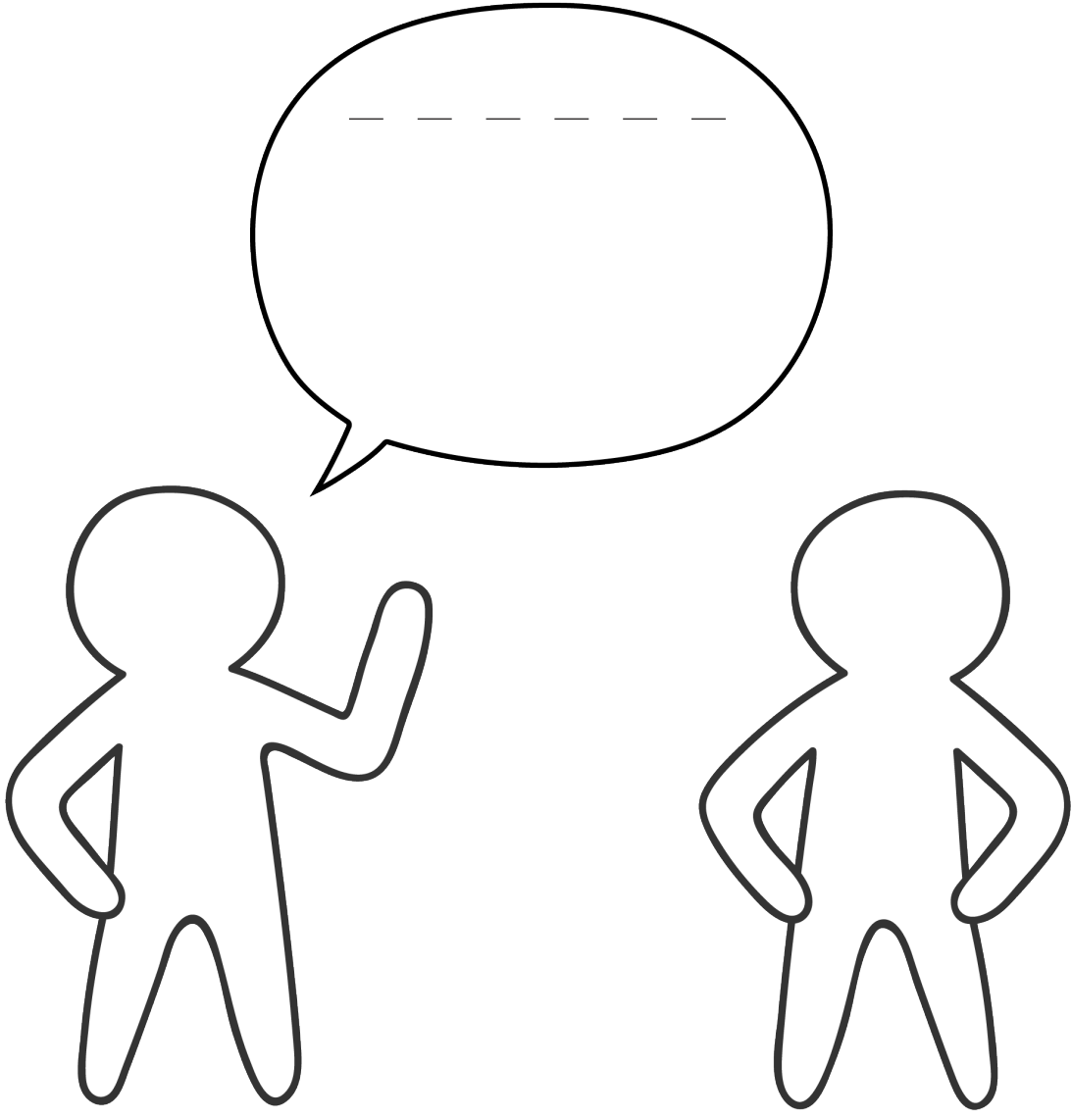
- Speech bubble template
- Construction paper
- Crayons/colored pencils
- Scissors
- Glue



Procedure:

1. Color and decorate the picture and long box with the kind words however you like.
2. Cut out both boxes by cutting along the dotted lines.
3. Cut a slit in the speech bubble (you can do this by slightly folding the picture in half lengthwise and cutting along the dotted line).
4. Glue the bottom and side edges of the picture to the construction paper. This will create a pocket. Do not **glue the top edge down**.
5. Slide the long box with the kind words through the slit from the top of the picture. You should be able to move the box to show the kind words.
6. Finally, finish decorating the craft.





Have a nice day!

Hope you are okay

I'm sorry!

Jazakallah khayra

Please

Salamun alaykum

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

Lesson 15: Give Good Gifts

(taken from *The Guiding Light* book 3, lesson 5)



وَاِذَا حَيَّيْتُمْ بِتَحِيَّةٍ فَحَيُّوا بِأَحْسَنَ مِنْهَا

And when someone greets you, reply with a better greeting.

Sūrah an-Nisā', Verse 86

It was a day like any other in the marketplace. People were busy buying and selling, and customers were hunting for the best prices. Imām ‘Alī (‘a) was also shopping with one of his workers, Qambar. He bought two shirts: the first one was very nice, and the second one was very plain.

“Here you go,” said the Imām (‘a), as he held out the more expensive shirt to Qambar. “This is for you, my dear friend.”

Qambar was very touched. “O my beloved Imām! How can I take the better shirt? You should wear it!” he pleaded. “You are the one who stands in the masjid and speaks to large crowds of people!”

“But you are a young man, and I would feel embarrassed in front of Allah if I wore better clothes than you,” said the Imām (‘a). He remembered that the Prophet (ṣ) used to say, “Give your workers clothes that you would wear, and feed them with food that you would eat.”

Bihār al-Anwār, Vol. 5

تَهَادُّوا تَحَابُّوا

Prophet Muḥammad (ṣ):
Exchanging gifts will bring you closer to each other.

Mīzān al-Hikmah, #6369



Give Good Gifts

Objective: Children will learn about the importance of giving gifts and how Allah (swt) gives the best gifts!

We have discussed friendship in Islam and the many ways of maintaining the bonds between us. One way is giving gifts to each other. The Noble Prophet (ﷺ) once said, “Exchanging gifts will bring you closer to each other.”¹ When someone gives us a gift, we feel loved and connected, and this in turn strengthens our bond with them.

In the story, Imām ‘Alī (‘a) didn’t just give his friend a gift, he gave him the better gift. Allah (swt) gives the best gifts, and when He gives us a gift, we feel closer and connected to Him. We can look all around us and see all the gifts from Allah (swt): trees, air to breath, our family and friends, and so many other wonderful things.

Today, we will make a craft to help us remember Allah’s many gifts to us!

¹ Mizān al-Hikmah, Ḥadīth #6369

Suggested Ages: 5+

Time: 40 minutes

Materials:

- Card and bow template
- Crayons/colored pencils
- Scissors
- Glue



Procedure:

1. Color and decorate the pieces of the template. Cut out all of the pieces.
2. Fold along the solid lines on the card to make 3 sections. The section with the title should be face up.
3. Fold box 1 in half at the solid line and cut along the dotted lines.
4. Write the best gifts of each sense under the proper flaps in box 1.
5. Now glue the folded box 1 into the center of the card. Do not glue the flaps.
6. Fold box 2 in half at the solid line and cut along the dotted lines.
7. Write the best gifts of each sense under the proper flaps in box 2.
8. Then glue the folded box 2 onto the bottom flap of the card. Do not glue the flaps.
9. Fold the ribbon along the solid lines and glue the ends together.
10. Glue the bow on to the ribbon.
11. Finally, slip the ribbon over the card.



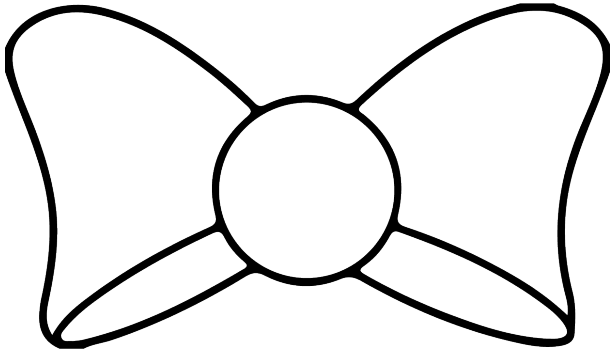
gift of the eyes	gift of the mouth	gift of smell

box 1

Allah Gives
the Best Gifts

card

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK



ribbon

--	--	--

gift of the ears	gift of tough	gift of soul

box 2

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK

THIS PAGE HAS BEEN PURPOSELY LEFT BLANK



AL-KISA FOUNDATION

UNDER THE CLOAK OF GUIDANCE AND MERCY